DOCUMENT RESUME

ED 269 086 JC 860 235

AUTHOR Zammuto, Raymond F.; And Others
TITLE Development of the Two-Year Version of the Institutional Performance Survey.
INSTITUTION National Center for Higher Education Management Systems, Boulder, Colo.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Nov 85
CONTRACT 400-83-0009
NOTE 113p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS College Faculty; Community Colleges; Employee Attitudes; Evaluation Criteria; *Evaluation Methods; Field Tests; *Institutional Evaluation; *Institutional Research; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes; Test Validity; *Two Year Colleges; Two Year College Students
IDENTIFIERS *Institutional Performance Survey (NCHEMS)

ABSTRACT

The purpose of this report is to describe the development and field testing of a two-year college version of the National Center for Higher Education Management System's (NCHEMS) Institutional Performance Survey (IPS), an instrument designed to provide information on the perceptions of various groups about the overall functioning and performance of the institution. The report explains the impetus for developing the two-year IPS; steps in redesigning the instrument, which included the solicitation of comments from a panel of administrators, faculty, and staff in three community college systems; and the field testing of the modified IPS at Montgomery College (MC), Maryland. Appendix A presents the version of the IPS developed for the MC field test. Appendix B offers an extensive executive report on the MC study, presenting a digest of the responses of administrators, associate staff, support staff, tenured and untenured faculty, and faculty at each MC campus for questions related to changes in the college environment, enrollments, revenues, institutional functioning, college culture, institutional strategy, resource allocation, and institutional effectiveness. (RO)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. ROBERT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED269086

DEVELOPMENT OF THE TWO-YEAR VERSION OF THE INSTITUTIONAL PERFORMANCE SURVEY

Raymond F. Zammuto
Jack Y. Krakower
Shelley L. Niwa

Organizational Studies Division
National Center for Higher Education Management Systems
P.O. Drawer P
Boulder, CO 80302
(303) 497-0388

November, 1985

This research was supported by a contract (#400-83-0009) from the National Institute of Education.

JC 860 235

DEVELOPMENT OF THE TWO-YEAR VERSION OF THE INSTITUTIONAL PERFORMANCE SURVEY

A major objective of the Organizational Studies Division effort during FY1985 was completion of the development and validation of the Institutional Performance Survey (IPS) for four-year and for two-year institutions. A report detailing the outcome of the validation study for four-year institutions was completed earlier this year (Krakower and Niwa, 1985). The purpose of this brief report is to describe the development and field testing of a two-year version of the IPS.

Background

When development of the IPS began, the focus was on creating an assessment tool for four-year colleges and universities. Once the availability of the four-year IPS instrument became known, the Organizational Studies Division received several inquiries as to the applicability and availability of the IPS for use in two-year institutions. As a result, division staff decided to undertake the development of a two-year IPS during FY1985.

Redesigning the IPS

The first step in redesigning the IPS was to solicit comments from a panel of administrators, faculty, and staff in two-year institutions. Individuals from three community college systems--the University of Hawaii Community Colleges, Seattle Community Colleges, and the St. Louis Community College System--participated. These individuals were told that their comments

would be used to adapt the IPS for use in two-year institutions. Then they were instructed to indicate where wording or concepts in the four-year IPS were inappropriate for two-year schools, and to suggest additional concepts or items that might be added. Usable information was returned by 15 individuals.

A section-by-section digest of recommendations was compiled and circulated to Organizational Studies Division staff. Staff members were asked to comment on the suggestions. Staff comments focused on how to use the recommendations to adapt the IPS while remaining faithful to the overall theoretical thrust that guided the development of the original instrument. Staff recommendations were then used to revise the IPS instrumentation. Also included were two changes recommended in the validation report for the four-year IPS instrument: 1) addition of a "don't know" response category throughout the questionnaire, and 2) using terminology consistently throughout the instrument.

Two other changes recommended in the validation report were accommodated in the redesign of the IPS executive report. These changes were: 1) eliminating the separate statistical appendix and placing that information in the Executive Report, and 2) disaggregation of the effectiveness scales in Section 9. In the first instance, all information for an item is now displayed together in the Executive Report. Histograms providing a visual depiction of group differences are now found on the left-hand page of the Executive Report, with the corresponding distribution of responses on the right-hand page. It is the opinion of the Organizational Studies staff that this new data display

significantly improves the interpretability of IPS assessment results. Disaggregation of the effectiveness scales was accomplished by reporting the results for each scale and its component items on the same page.

The results of this redesign effort are reflected in the two-year IPS instrument included as Appendix A, and in the two-year IPS Executive Report included as Appendix B.

Field Testing the Two-Year IPS

In June of this year representatives of Montgomery College contacted Organizational Studies staff regarding the possible use of the two-year IPS for accreditation-related purposes. They were subsequently offered the opportunity of serving as the pilot test institution for the instrument.

In August, arrangements were made with the College Wide Governance and Climate Committee to distribute the instrument in September. Some 500 copies of the instrument were sent to the institution and distributed to the groups reported in the Executive Summary (see Appendix B).

Data processing was completed in the first week of November. Copies of the Executive Summary were sent to the Committee in the second week of November. In order to assess the face validity of the instrument, Ray Zammuto and Jack Krakower spent two days at the college interviewing some two dozen staff members from each of the respondent groups. The focus of the interviews concerned their reactions and interpretation of specific items and sections

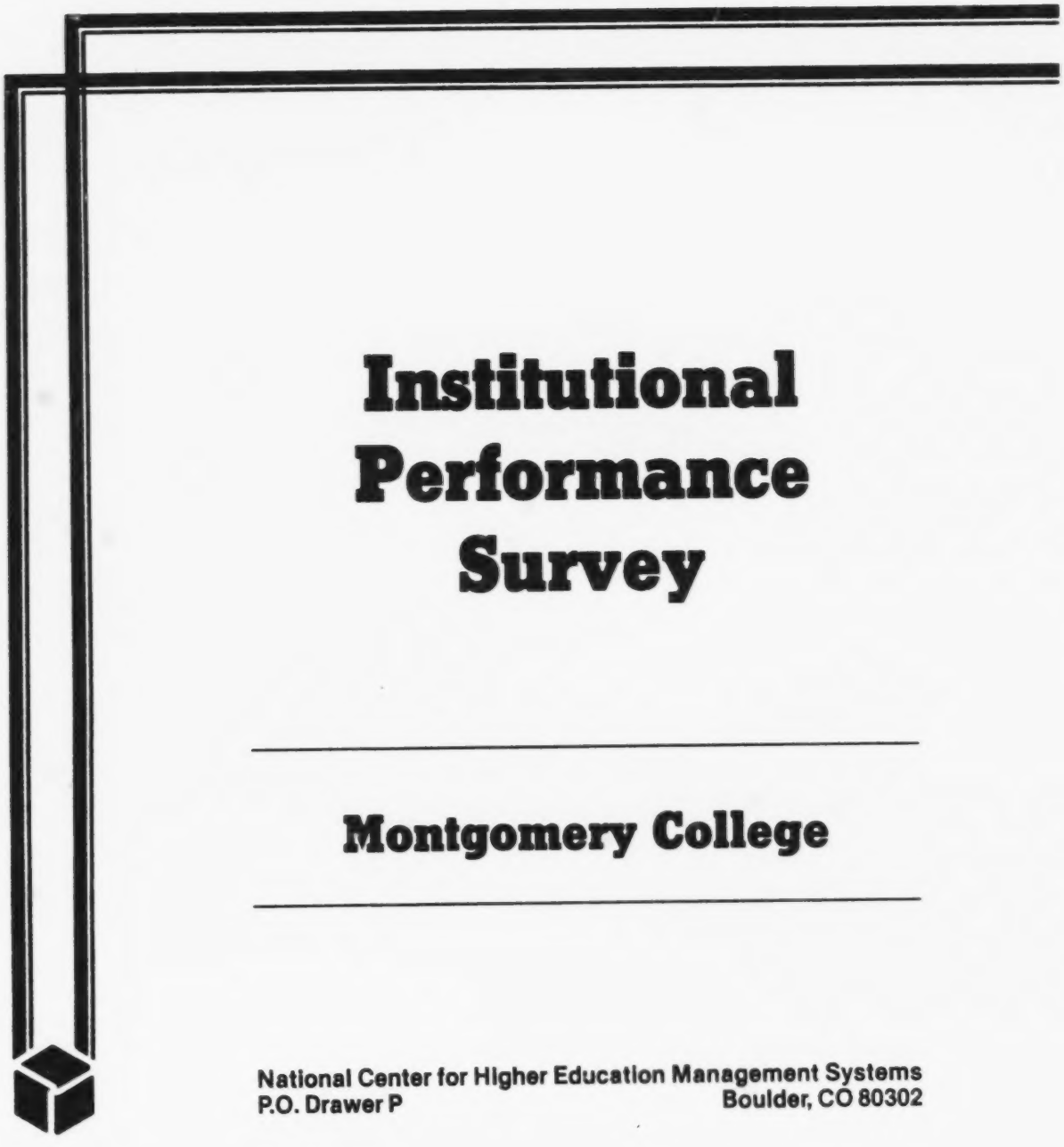
on the IPS, and their perceptions of the general utility of the instrument.

The results of the interviews suggested that very few changes had to be made to the instrument. Interviewee concerns centered on the use of ambiguous language in a hand-full of questions. (Changes in the wording of the questionnaire will be made to reflect these concerns.) They generally felt that the instrument was comprehensive, and sensitive to the important dynamics of their institution.

REFERENCE

Krakower, J. Y., and Niwa, S. L. An assessment of the validity and reliability of the Institutional Performance Survey. Boulder, CO: National Center for Higher Education Management Systems, 1985.

APPENDIX A



Institutional Performance Survey

Montgomery College

National Center for Higher Education Management Systems
P.O. Drawer P
Boulder, CO 80302

INSTRUCTIONS

The Institutional Performance Survey was designed to provide information on the perceptions of various groups about the functioning and performance of the *overall* institution rather than about any one department, program, or campus. The College-Wide Governance and Climate Committee has selected this questionnaire to provide them with information about the opinions of staff, faculty, administrators, and board members at Montgomery College.

In some of the sections of the IPS, you will find questions that ask you about the "top administrators." For the purpose of this survey, the term top administrators refers to the President, and three Vice-Presidents.

The responses of all individuals completing the survey will be held in the strictest confidence. The data will be analyzed by the National Center for Higher Education Management Systems in Boulder, Colorado. All individual responses will be aggregated into group scores before being reported back to the college. To further ensure the confidentiality of your responses, the completed questionnaire should be mailed directly back to NCHEMS. No envelope is required. Seal the questionnaire by placing a staple at the middle of the right edge of the booklet, and then drop it in the mail. Postage will be paid by NCHEMS.

Please complete the questionnaire at your earliest convenience. If possible, we would like the questionnaire returned within one week of when you receive it. Previous respondents have taken about 30 minutes to complete the questionnaire. Despite its length, we hope that you find the questions interesting and thought-provoking. If you have any questions or comments, please feel free to contact Dr. Jack Krakower or Dr. Ray Zammuto at (303) 497-0352. Thank you for your cooperation.

SECTION 1: Changes in the Institution's External Environment

The following questions concern changes in conditions outside your institution over the past few years. Please circle the number to the right of each statement that best reflects your institution's experiences over the last three years.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
1. Major factors outside our institution that affect its enrollments have become more predictable over the past few years.	1	2	3	4	5	6	—14
2. Major factors outside the institution that affect its revenues have become less predictable over the past few years.	1	2	3	4	5	6	—15
3. Competitive actions of other colleges, universities, and technical/vocational schools have become more predictable over the past few years.	1	2	3	4	5	6	—16
4. The educational tastes and preferences of students have become harder to forecast over the past few years.	1	2	3	4	5	6	—17
5. Competitive actions of other colleges, universities, and technical/vocational schools now affect this institution in more areas (e.g., price, programs, area served) than in the past.	1	2	3	4	5	6	—18
6. Competition with other colleges, universities, and technical/vocational schools for student enrollments has increased over the past few years.	1	2	3	4	5	6	—19
7. The number of potential students who typically attend an institution such as ours has increased over the past few years.	1	2	3	4	5	6	—20
8. Financial resources for this institution have become more difficult to obtain over the past few years.	1	2	3	4	5	6	—21

SECTION 2: Institutional Enrollments

This section is concerned with your institution's enrollment experiences over the past few years, and with what you think is likely to happen to enrollments in the next year.

1. To the best of your knowledge, headcount enrollments at this institution have —22

   _____(1) Increased by more than five percent over the past three years.

   _____(2) Remained stable over the past three years.

   _____(3) Decreased by more than five percent over the past three years.

The following items ask you to speculate about institutional enrollments for the next year. Please circle the number to the right of each statement that best reflects your projection.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
2. Decreasing headcount enrollments are inevitable next year.	1	2	3	4	5	6	—23
3. There are actions that the institution could take now to prevent enrollments from declining next year.	1	2	3	4	5	6	—24
4. Decreasing enrollments next year would be indicative of a short-term, rather than a long-term, problem for the institution.	1	2	3	4	5	6	—25
5. If enrollments were to decrease by more than five percent next year, the viability of the institution would be immediately threatened.	1	2	3	4	5	6	—26

SECTION 3: Institutional Revenues

This section is concerned with your institution's revenue experiences over the past few years, and what you think is likely to happen to your institution's revenues in the next year.

1. To the best of your knowledge, total revenues at this institution have —27

   _____(1) Increased by more than five percent over the past three years.

   _____(2) Remained stable over the past three years.

   _____(3) Decreased by more than five percent over the past three years.

The following items ask you to speculate about total institutional revenues for the next year. Please circle the number to the right of each statement that best reflects your views.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
2. Decreasing institutional revenues are inevitable next year.	1	2	3	4	5	6	—28
3. There are actions that the institution could take now to prevent revenues from decreasing next year.	1	2	3	4	5	6	—29
4. Decreasing revenues next year would be indicative of a short-term, rather than a long-term, problem for the institution.	1	2	3	4	5	6	—30
5. If total institutional revenues were to decrease by more than five percent next year, the viability of the institution would be immediately threatened.	1	2	3	4	5	6	—31

SECTION 4: Institutional Characteristics

In this section we are asking for your impressions of some general characteristics of your institution. Please answer each item by circling the number to the right of the statement that best reflects your views.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
1. Formal policies and rules govern most activities at this institution.	1	2	3	4	5	6	—32
2. This institution has a special identity that is unlike most two-year colleges.	1	2	3	4	5	6	—33
3. There is a general sense that this institution has a distinctive purpose to fulfill.	1	2	3	4	5	6	—34
4. The academic and vocational programs offered here reflect the mission of the institution.	1	2	3	4	5	6	—35
5. People associated with this institution share a common definition of its mission.	1	2	3	4	5	6	—36
6. Students who make a personal or financial investment in this institution believe that they receive an ample return on their investment.	1	2	3	4	5	6	—37
7. Community members (not students) who make a personal or financial investment in this institution believe that they receive an ample return on their investment.	1	2	3	4	5	6	—38
8. The activities of various units in this institution are loosely coordinated.	1	2	3	4	5	6	—39
9. Major policy decisions are very centralized.	1	2	3	4	5	6	—40
10. Long-term planning is neglected.	1	2	3	4	5	6	—41
11. Top administrators are often scape goats.	1	2	3	4	5	6	—42

Institutional Characteristics (continued)

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
12. There is a lot of resistance to change in this institution.	1	2	3	4	5	6	—43
13. There is a great deal of turnover in administrative positions.	1	2	3	4	5	6	—44
14. We have no place that we could cut expenditures without severely damaging the institution.	1	2	3	4	5	6	—45
15. Special interest groups within the institution are becoming more vocal.	1	2	3	4	5	6	—46
16. Top administrators have high credibility.	1	2	3	4	5	6	—47
17. When cutbacks occur, they are done on a prioritized basis.	1	2	3	4	5	6	—48
18. Top administrators believe that factors outside the institution largely determine its condition.	1	2	3	4	5	6	—49
19. Top administrative positions are now held by individuals who were promoted from within the institution.	1	2	3	4	5	6	—50

Please circle the response to the right of each statement that best reflects your views.

	Very Low	Low	Average	High	Very High	Don't Know	
20. Morale at this institution is	1	2	3	4	5	6	—51
21. Conflict at this institution is	1	2	3	4	5	6	—52
22. Innovative activity at this institution is	1	2	3	4	5	6	—53

Please circle the response to the right of each statement that best reflects your views.

	Increasing Rapidly	Increasing Gradually	No Change	Decreasing Gradually	Decreasing Rapidly	Don't Know	
23. Morale at this institution is	1	2	3	4	5	6	—54
24. Conflict at this institution is	1	2	3	4	5	6	—55
25. Innovative activity at this institution is	1	2	3	4	5	6	—56

SECTION 5: Type of Institution

These questions relate to the type of organization that your institution is most like. Each of these items contains four descriptions of institutions of higher education. Please distribute 100 points among the four descriptions depending on how *similar* the description is too your institution. None of the descriptions is any better than the others; they are just different. *For each question, please use all 100 points.*

FOR EXAMPLE:

In question 1, if institution A seems very similar to mine, B seems somewhat similar, and C and D not similar at all, I might give 70 points to A and 30 points to B.

1. **Institutional Characteristics** *(Please distribute 100 points)*

_____ points for A Institution A is a very **personal** place. It is like an extended family. People seem to share a lot of themselves.

_____ points for B Institution B is a very **dynamic and entrepreneurial** place. People are willing to stick their necks out and take risks.

_____ points for C Institution C is a very **formalized and structured** place. Bureaucratic procedures generally govern what people do.

_____ points for D Institution D is very **production-oriented.** A major concern is with getting the job done. People aren't very personally involved.

57-58 59-60 61-62 63-64

2. **Institutional Leadership Style** *(Please distribute 100 points)*

_____ points for A Top administrators' actions demonstrate **support and concern** for the people that work here.

_____ points for B Top administrators' actions demonstrate the importance of **innovation and risk taking.**

_____ points for C Top administrators' actions are **conservative and cautious** in nature.

_____ points for D Top administrators' actions are **directive and goal-oriented.**

65-66 67-68 69-70 71-72

3. **Institutional "Glue"** *(Please distribute 100 points)*

_____ points for A The glue that holds institution A together is **loyalty and tradition.** Commitment to this school runs high.

_____ points for B The glue that holds institution B together is a commitment to **innovation and development.** There is an emphasis on being first.

_____ points for C The glue that holds institution C together is **formal rules and policies.** Maintaining a smooth running institution is important here.

_____ points for D The glue that holds institution D together is the emphasis on **tasks and goal accomplishment.** A production orientation is commonly shared.

73-74 75-76 77-78 79-80

4. **Institutional Emphases** *(Please distribute 100 points)*

_____ points for A Institution A emphasizes **human resources.** High cohesion and morale in the institution are important.

_____ points for B Institution B emphasizes **growth and acquiring new resources.** Readiness to meet new challenges is important

_____ points for C Institution C emphasizes **permanence and stability.** Efficient, smooth operations are important.

_____ points for D Institution D emphasizes **competitive actions and achievement.** Measurable goals are important.

81-82 83-84 85-86 87-88

SECTION 6: Institutional Strategy

The following section deals with the strategy your institution is pursuing. Please indicate the extent to which you agree or disagree with each statement, based on your own perceptions.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
1. We are making our academic and vocational programs more diverse.	1	2	3	4	5	6	—89
2. We change the composition of our student body at a rate commensurate with changes in the demographics of the population we serve.	1	2	3	4	5	6	—90
3. The institution is increasing its investment in functions that deal with external people (admissions, development, government relations, and others).	1	2	3	4	5	6	—91
4. This institution tries to respond to community needs and expectations.	1	2	3	4	5	6	—92
5. This institution tries new activities or policies, but not until others have found them successful.	1	2	3	4	5	6	—93
6. This institution is likely to be the first to try new activities or policies.	1	2	3	4	5	6	—94
7. Our top administrators educate important outsiders about the value of the institution in order to improve its legitimacy in their eyes.	1	2	3	4	5	6	—95
8. The institution tends to do more of what it does well, to expand in areas where we have expertise.	1	2	3	4	5	6	—96
9. This institution establishes new domains of activity.	1	2	3	4	5	6	—97
10. We are increasing the quality of individuals in top administrative positions.	1	2	3	4	5	6	—98
11. Top administrators emphasize finding new money, more so than saving money, for a balanced budget.	1	2	3	4	5	6	—99
12. The top administrative team has developed multi-year strategies to achieve long-term institutional objectives.	1	2	3	4	5	6	—100
13. The top administrative team receives rapid and accurate feedback about enrollment and financial conditions.	1	2	3	4	5	6	—101
14. The top administrative team provides incentives for conserving resources.	1	2	3	4	5	6	—102
15. The top administrative team provides leadership by example; for instance, they encourage resource conservation by conserving resources; they encourage open communication by communicating openly, etc.	1	2	3	4	5	6	—103
16. The top administrative team sensitizes faculty and staff to the unique goals and mission of the institution.	1	2	3	4	5	6	—104

SECTION 7: Resource Allocation

The following questions deal with the decision processes used to allocate resources at this institution—whether resources are staff positions, dollars, space, or other valuable items. Please indicate the degree to which you agree or disagree with each item.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
1. People at this institution make resource allocation decisions collegially.	1	2	3	4	5	6	—14
2. A rational process is used to make resource allocation decisions at this institution.	1	2	3	4	5	6	—15
3. Resource allocation decisions are political, based on the relative power of those involved.	1	2	3	4	5	6	—16
4. Resource allocation is decided bureaucratically at this institution.	1	2	3	4	5	6	—17
5. Resource allocation is decided autocratically.	1	2	3	4	5	6	—18

Resource Allocation (continued)

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
6. Resource allocation is decided by coincidence; it is a matter of organized anarchy.	1	2	3	4	5	6	–19
7. Persuasion, negotiation, and coalition building are examples of what determines resource allocation.	1	2	3	4	5	6	–20
8. The institution has a standard set of procedures it uses to make resource allocation decisions.	1	2	3	4	5	6	–21

SECTION 8: Institutional Performance

The items in this section ask about the performance of your institution. Please indicate the extent to which you agree or disagree with each of the items by circling the numbers to the right of the statements.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know	
1. One of the outstanding features of this institution is the opportunity it provides students for personal development in addition to academic development or the achievement of job skills.	1	2	3	4	5	6	–22
2. This institution is highly responsive and adaptive to meeting the changing needs of the community.	1	2	3	4	5	6	–23
3. This institution has a very high ability to obtain financial resources in order to provide a quality educational program.	1	2	3	4	5	6	–24
4. When hiring new faculty members, this college can attract highly competent people in their respective fields to take jobs here.	1	2	3	4	5	6	–25
5. There seems to be a feeling that dissatisfaction is high among students at this institution.	1	2	3	4	5	6	–26
6. Relatively large numbers of students either drop out or do not return because of dissatisfaction with their educational experiences here.	1	2	3	4	5	6	–27
7. I am aware of a large number of student complaints regarding their educational experience here as reflected in the campus newspaper, meetings with faculty members and administrators, or other public forums.	1	2	3	4	5	6	–28
8. There is a very high emphasis on activities outside the classroom designed specifically to enhance students' personal development.	1	2	3	4	5	6	–29
9. There is a very high emphasis on institution-community activities.	1	2	3	4	5	6	–30
10. Students develop and mature socially, emotionally, and culturally to a very large degree directly as a result of their experiences at this institution.	1	2	3	4	5	6	–31
11. A very large number of community-oriented programs, workshops, projects, or activities were sponsored by this institution last year.	1	2	3	4	5	6	–32

12. Estimate the percentage of graduates from this institution who go on to obtain degrees at four-year colleges and universities. *(Check one.)*

_____ (1) From 91% to 100% of the graduates go on for baccalaureate degrees.
_____ (2) From 61% to 90% go on.
_____ (3) From 46% to 60% go on.
_____ (4) From 16% to 45% go on.
_____ (5) From 0% to 15% go on.
_____ (6) Don't know.

–33

Institutional Performance (continued)

13. Estimate the percentage of students completing vocational programs that actually enter the labor market in their field of specialization. *(Check one.)*

_____ (1) From 91% to 100%.
_____ (2) From 61% to 90%.
_____ (3) From 46% to 60%.
_____ (4) From 16% to 45%.
_____ (5) From 0% to 15%.
_____ (6) Don't know. —34

Please use the following scale in responding to the questions below.

1—A small minority **2**—Less than half **3**—About half
4—More than half **5**—A large majority **6**—Don't know

14. _____How many students would you say engage in extra educational work (e.g., reading, writing, studying) over and above what is specifically assigned in the classroom? —35

15. _____What proportion of the students who completed academic or vocational programs last year entered the labor force and obtained employment in their field of study? —36

16. _____How many students would you say attend this institution to fulfill definite career or occupational goals, as opposed to attending for social, self-enrichment, or other reasons? —37

17. _____Of those students who obtained employment after completing their course of study, for how many of them was career training received at this institution important in helping them obtain their jobs? —38

18. _____If given the chance of taking a similar job at another school of his or her choice, how many **faculty members** do you think would opt for leaving this institution? —39

19. _____If given the chance of taking a simlilar job at another school of his or her choice, how many **administrators** do you think would opt for leaving this institution? —40

20. _____Estimate how many **faculty members** are personally satisfied with their employment. —41

21. _____Estimate how many **administrators** are personally satisfied with their employment. —42

22. _____How many faculty members were engaged in some type of public service activity last year, such as donating their expertise to the community, acting as a consultant to business firms or social agencies? —43

23. _____What proportion of the faculty members would you estimate keep up to date in their field—e.g., read current journal articles, revise course syllabi at least yearly, discuss current issues in their field? —44

24. _____How many faculty members at this institution are actively engaged now in professional development activities—e.g., getting an advanced degree, doing research, juried shows? —45

25. _____In relation to other schools with which this institution competes, what proportion of well prepared, able students attend this institution rather than competing schools? —46

This section asks you to rate your perceptions of the general day-to-day functioning of the overall institution. Please respond by *circling* the number that best represents your perceptions of each item. If you strongly agree with one end of the scale, circle a number closer to that end of the scale. If you feel neutral about the item, circle a number near the middle of the scale.

FOR EXAMPLE:

How is the weather in this town?
warm, bright, and sunny — 1 (2) 3 4 5 — cold, wet, and dismal

How do you perceive the following?

26. **Student/faculty relationships**
unusual closeness, lots of informal interaction, mutual personal concern — 1 2 3 4 5 — no closeness, mostly instrumental relations, little informal interaction —47

Institutional Performance (continued)

27. **Equity of treatment and rewards**
people treated fairly and rewarded equitably — 1 2 3 4 5 — favoritism and inequity present, unfair treatment exists —48

28. **Organizational health of the institution**
institution runs smoothly, healthy organization, productive internal functioning — 1 2 3 4 5 — institution runs poorly, unhealthy organization, unproductive internal functioning —49

29. **General level of trust among people here**
high suspicion, fear, distrust, insecurity — 1 2 3 4 5 — high trust, security, openness —50

30. **Conflicts and friction in the institution**
large amount of conflict, disagreement, anxiety, friction — 1 2 3 4 5 — no friction or conflict, friendly, collaborative —51

31. **Recognition and rewards received for good work from superiors**
recognition received for good work, rewarded for success — 1 2 3 4 5 — no rewards for good work, no one recognizes success —52

32. **The amount of information or feedback you receive**
feel informed, in-the-know, information is always available — 1 2 3 4 5 — feel isolated, out-of-it, information is never available —53

SECTION 9: Respondent Demographics

These items ask for some personal background information. The information will be used only for research purposes at NCHEMS and will not be reported back to your institution. Please answer each item.

1. How many years have you been affiliated with this institution? _____ —54-55

2. How many years have you held your current position? _____ —56-57

3. What is your age? _____ —58-59

4. Are you _____ (1) Male
_____ (2) Female —60

5. What is your highest academic degree? —61
_____(1) Doctorate
_____(2) Masters
_____(3) Bachelors
_____(4) Associate
_____(5) High school diploma

6. If you hold a faculty appointment, what is your status? —62
_____(1) Tenured, full-time faculty member
_____(2) Untenured, full-time faculty member
_____(3) Part-time faculty member

7. Are you primarily involved in instructional or noninstructional activities at this institution? —63
_____(1) Instructional
_____(2) Noninstructional

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

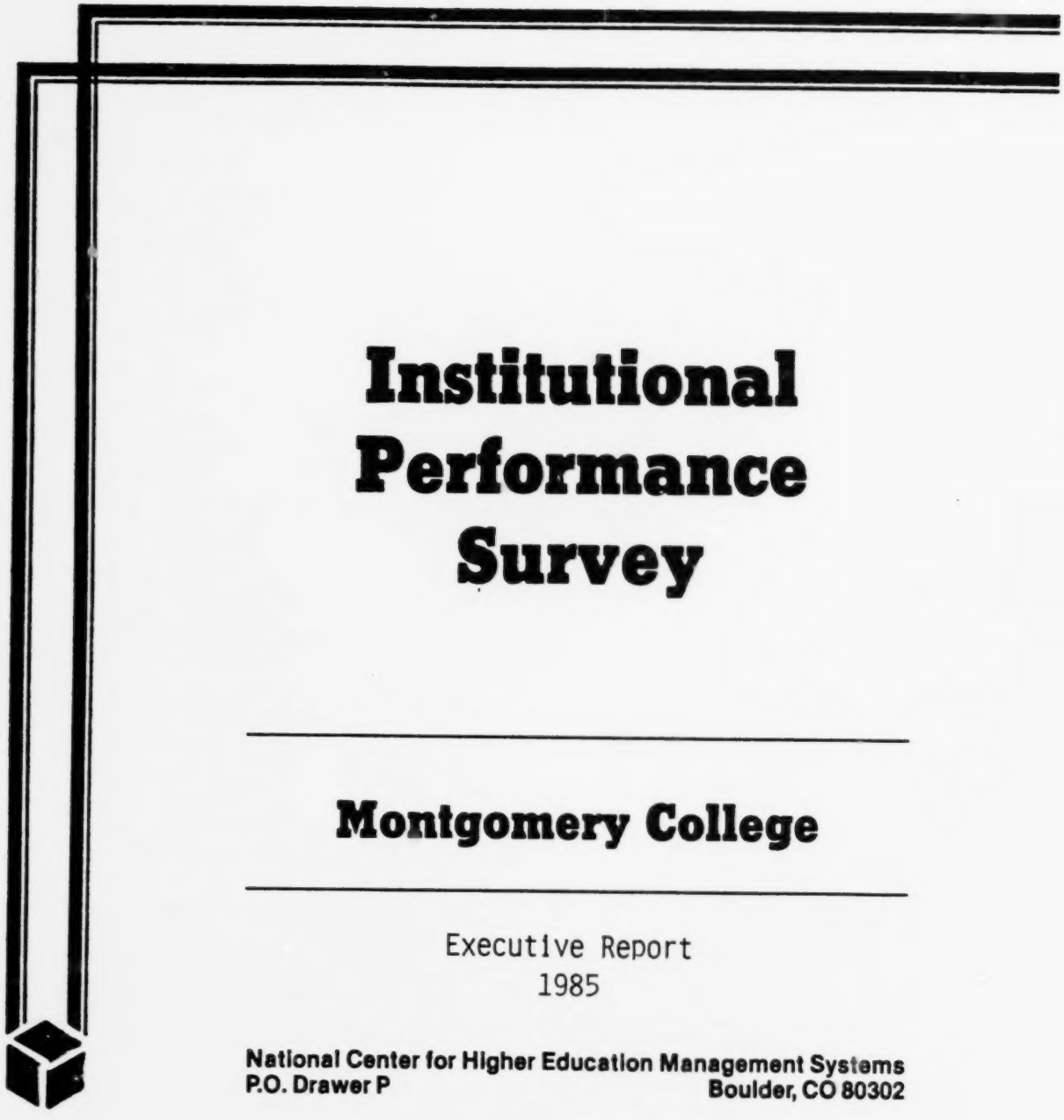
BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 61 BOULDER, CO

POSTAGE WILL BE PAID BY ADDRESSEE

National Center for Higher Education
Management Systems
Organizational Studies Program
P.O. Drawer P
Boulder, Colorado 80302

APPENDIX B



Institutional Performance Survey

Montgomery College

Executive Report
1985

National Center for Higher Education Management Systems
P.O. Drawer P
Boulder, CO 80302

Table of Contents

I. Introduction

Content and Organization of the Report. 1

Guidelines for Interpretation 1

Using the Report. 3

II. Respondent Information 4

III. Section 1: Changes in the Institutional Environment 5

IV. Section 2: Institutional Enrollments 11

V. Section 3: Institutional Revenues. 17

VI. Section 4: Institutional Functioning 23

VII. Section 5: Institutional Culture 41

VIII. Section 6: Institutional Strategy. 52

IX. Section 7: Resource Allocation 62

X. Section 8: Institutional Effectiveness 68

Institutional Performance Survey

Introduction

This report is an administrative digest of the responses made by members of your institution to the NCHEMS Institutional Performance Survey (IPS). IPS provides administrators with information about institutional characteristics, functioning, and performance, as judged by various members of your institution. The results allow you to compare the perceptions of various groups within your institution, such as faculty, administrators, and trustees. If you decide to readminister the IPS at a later date, the material contained in the report can be used as baseline information. This will allow you to determine how institutional performance has changed over time.

Content and Organization of the Report

This report is divided into eight sections. Section 1 examines the topic of environmental change. It indicates how members of your institution view competition with other institutions, the availability of financial resources, and changes in the supply of potential students. Sections 2 and 3 focus on institutional enrollments and revenues. They examine the extent to which individuals in different groups share beliefs about past enrollment and revenue trends. These sections also consider perceptions about future enrollments and revenues and their potential impact on the institution.

Section 4 provides an overview of institutional functioning and characteristics. It covers such topics as your institution's mission, morale, areas of potential or real conflict, and the credibility of top administrators. Section 5 examines the culture of your institution; it allows you to determine whether leadership style, institutional emphases, and mechanisms for creating institutional cohesion are congruent.

Section 6 provides an overview of institutional strategy. The topics focus on innovation, resistance to change, and planning. Section 7 focuses on the resource-allocation process, and presents respondents' perceptions of how resource-allocation decisions are made. Section 8 provides information about institutional effectiveness on nine different dimensions of performance, such as student academic development, faculty and administrative morale, and organizational health.

Guidelines for Interpretation

Each section begins with a brief explanation of the items that it covers and includes information that will be useful to you

when interpreting the results. The results are presented as both histograms and frequency distributions. Histograms are presented on the left-hand page and the corresponding distribution of responses is displayed on the right-hand page. The bars of each histogram indicate the average response on an item for each group participating in the survey. The last bar presents a summary score for your institution. The summary scores are the average of all individual responses for each item.

The distribution of responses for each item for each group is displayed on the right-hand page. The first few columns indicate the percent of individuals in each group selecting a specific response. The "don't know" column shows the percent of individuals selecting the "don't know" response, or who did not complete the item. Group means and standard deviations are reported in the last two columns.

A key at the bottom of each page identifies the groups. The number of respondents in each group is shown in parentheses next to each group name. The histograms on the left-hand page are calculated only for those individuals answering an item. Responses of "don't know" are not included in the calculation.

You can get the most out of the information presented in this report if you keep a few simple questions in mind as you examine the results. With respect to group mean scores, "How different are mean perceptions across groups?" "Are the means fairly uniform across groups, or do some groups strongly disagree with others?" Can you think of plausible reasons for such differences? Do these differences indicate possible problems within your institution?

With respect to the distribution of responses within groups, "How varied are the responses?" Are perceptions homogeneous within groups, or is there wide diversity or polarization of opinion? If opinions are polarized or very mixed, why has this occurred? Has a large percentage of respondents indicated that they "don't know," when you feel that they should have the information to answer a question. A high proportion of "don't know" responses in this situation may indicate communication problems.

With respect to overall institutional scores, you should compare how your institution scored with how you think it ought to have scored. If there is large divergence between actual and preferred scores, you should ask whether the actual scores reflect transitory conditions in the institution or indicate longer-term problems requiring administrative attention.

Before you interpret the results of the survey, it is important that you consider the respondent information on page 4 of this report. The last column of the table provides the response rate for each group, which is the number of questionnaires returned by individuals in a group as a percentage

of the number of questionnaires distributed to individuals in that group. The response rate for a group is an important consideration in assessing the extent to which the information contained in this report may or may not be representative of the group as a whole. Generally, the greater the percent of individuals responding, the greater the confidence you can have that the information contained in the report is an accurate representation of that group's perceptions or beliefs. If only a small percent of individuals from any group responded to the survey, it is useful to ask yourself why this was the case. For example, it might indicate a poor relationship between groups in the institution, such as between the administration and faculty. Carefully examining the respondent information on page 4 helps you set the context within which to study the responses to the items and scales in the survey.

Using the Report

IPS offers you an opportunity to assess your institution's performance. The executive report provides information about where change might be needed. Although this report is a key element in the assessment process, it cannot itself provide ready-made answers. The IPS is only a tool. The ultimate success of the survey depends on the thought this report provokes, the discussion it elicits, and the action it prompts. Because every institution is unique, we cannot present specific recommendations regarding the use and circulation of the report. Nevertheless, we do offer several suggestions.

A large number of individuals in your institution have taken time out from their busy schedules to complete the questionnaire. The success of the self-study process is largely dependent on communicating the results to these individuals and including them or their representatives in discussions about their implications. Some parts of the survey may pinpoint real or potential sources of conflict within your institution. The interests of all concerned are furthered by open discussion of these points. Sidestepping these issues defeats the purpose of IPS and further reduces institutional effectiveness.

Montgomery College

Respondent Information

Groups	No. Questionnaires Distributed	No. Usable Questionnaires Returned	Group Response Rate
Takoma Park Faculty	82	49	60%
Rockville Faculty	244	116	48%
Germantown Faculty	32	19	59%
Administrators	47	42	89%
Associate Staff	60	41	68%
Support Staff	50	30	60%
Trustees	8	3	38%
Totals	523	300	57%

SECTION 1: Changes in the Institutional Environment

This section assesses how respondents view the institution's environment. They were asked whether it is becoming more or less predictable and benevolent and whether they felt it now holds fewer or greater resources. The items in this section focus on changes in factors related to enrollments and revenues and to competition with other institutions. This information can help you determine whether various groups view your institution's environment in the same way. Major differences among their perceptions can be a source of disagreement.

QUESTION	EXPLANATION

1. Enrollment Predictability. Low scores indicate that there is greater uncertainty about future enrollments and that factors affecting enrollments are becoming less predictable.

2. Revenue Predictability. High scores indicate that factors affecting institutional revenues are becoming less predictable, thus increasing uncertainty about future revenues.

3. Competitor Predictability. High scores indicate that competitive actions by other institutions have become more unpredictable, thereby creating higher levels of uncertainty for your institution.

4. Students' Tastes and Preferences. High scores indicate that students' tastes and preferences have become less predictable. This, in turn, may indicate increased difficulty in planning programs to maintain enrollment levels.

5. Intensity of Competition. High scores indicate that respondents perceive the competitive actions of other colleges and universities as affecting your institution in more areas now than in the past, thus creating greater uncertainties for the institution.

6. Enrollment Competition. High scores indicate that competition with other colleges and universities for prospective students is perceived as having increased during the past few years.

7. Supply of Students. High scores reflect the perception that the supply of potential students has grown.

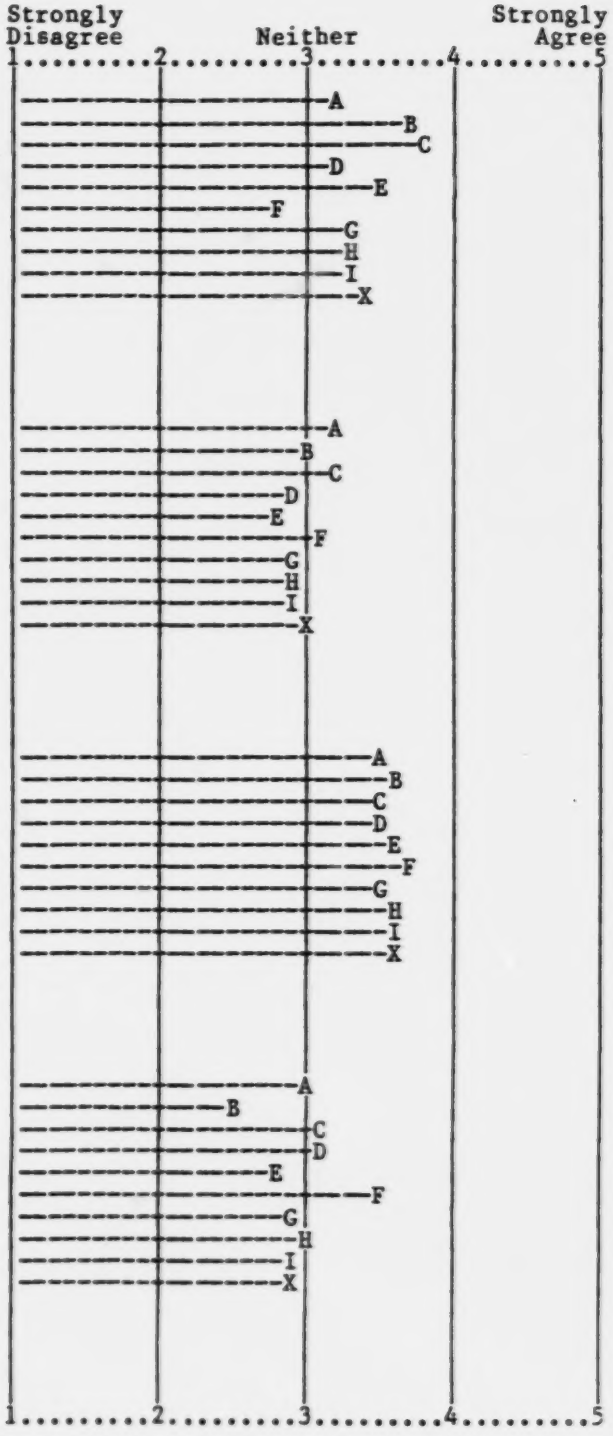
8. Availability of Financial Resources. High scores indicate that respondents perceive greater difficulty in obtaining financial resources.

Preliminary analyses at NCHEMS suggest that schools can score quite differently on these items. For example, respondents at public institutions report greater uncertainty and difficulty in obtaining financial resources over the past few years than do respondents at private institutions. In contrast, respondents at private institutions report more uncertainty about and greater competition for future enrollments than do respondents at public institutions.

Program differences also affect perceptions of environmental change. Respondents are institutions with a heavy investment in liberal arts and science programs report greater uncertainty concerning enrollments and perceive higher levels of competition than do respondents at institutions with a heavy emphasis on professional programs. Institutions offering both types of programs should examine discrepancies in scores among different faculty groups. If there are sizable discrepancies, you should ask whether these groups might perceive inequities within the institution. Such perceptions can be a potential source of conflict.

It may also be valuable to examine the extent to which respondents' perceptions are realistic, and whether they seem to be commenting on the past, the future, or both. That is, administrators usually know whether enrollments and revenues have become less predictable or more scarce--but many other respondents answer on the basis of their own perception and less on the basis of fact. How well-informed are respondents? Could more information improve their attitudes or help them find ways to help the institution? Do they have a false sense of security from reliance on past conditions? Do they have an unnecessary sense of panic about future conditions? In short, assessing the implications of responses to this section should provide valuable insights about how secure each set of respondents feels and how informed they are about major strategic elements affecting the institution.

Section 1: Changes in the Institution's External Environment



1. Major factors outside our institution that affect its enrollments have become more predictable over the past few years.

2. Major factors outside the institution that affect its revenues have become less predictable over the past few years.

3. Competitive actions of other colleges, universities, and technical/vocational schools have become more predictable over the past few years.

4. The educational tastes and preferences of students have become harder to forecast over the past few years.

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

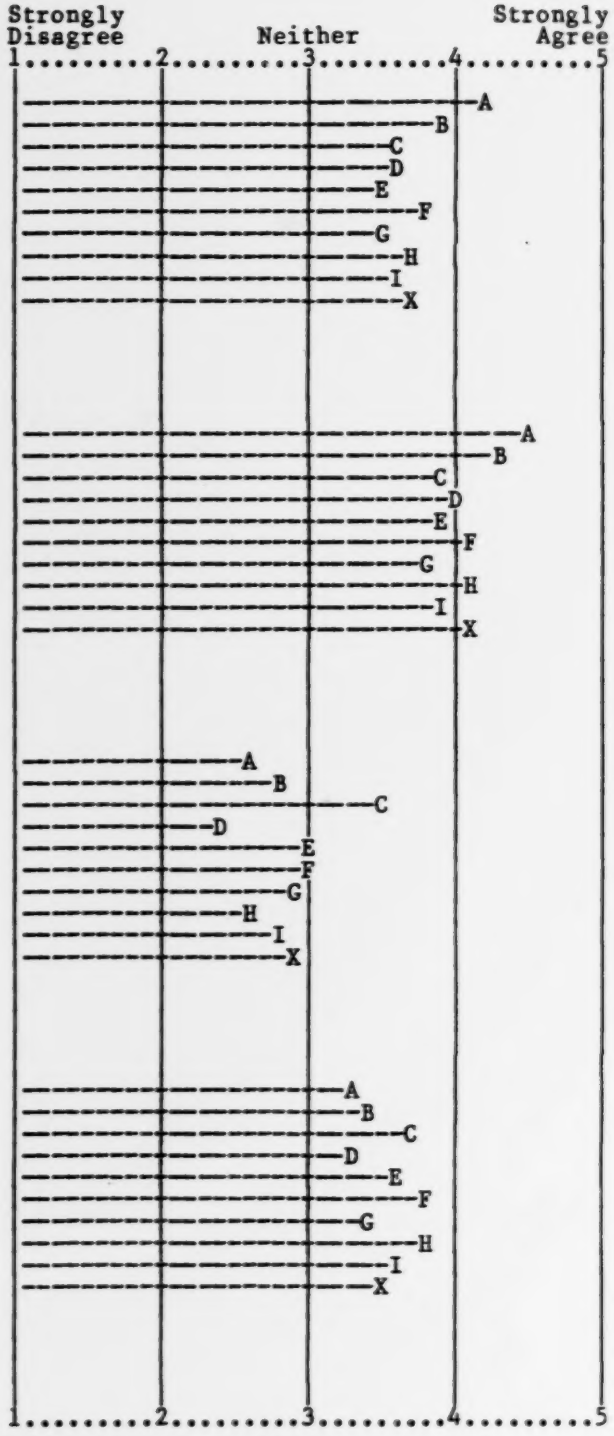
Section 1

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
1	A	4.8	35.7	4.8	40.5	11.9	2.4	3.2	1.2
	B	.0	14.6	4.9	51.2	12.2	17.1	3.7	.9
	C	.0	6.7	3.3	73.3	.0	16.7	3.8	.6
	D	2.0	32.7	4.1	32.7	12.2	16.3	3.2	1.2
	E	.9	19.8	13.8	41.4	9.5	14.7	3.5	1.0
	F	5.3	42.1	15.8	26.3	5.3	5.3	2.8	1.1
	G	.0	24.8	13.2	39.7	7.4	14.9	3.3	1.0
	H	4.8	25.8	8.1	33.9	14.5	12.9	3.3	1.2
	I	1.6	25.5	11.4	37.5	9.8	14.1	3.3	1.1
	X	1.7	23.6	8.8	43.4	9.4	13.1	3.4	1.1
2	A	.0	35.7	7.1	50.0	4.8	2.4	3.2	1.0
	B	2.4	36.6	4.9	36.6	2.4	17.1	3.0	1.1
	C	.0	30.0	16.7	30.0	6.7	16.7	3.2	1.0
	D	2.0	40.8	4.1	28.6	4.1	20.4	2.9	1.1
	E	2.6	43.1	12.1	17.2	8.6	16.4	2.8	1.1
	F	.0	36.8	10.5	36.8	5.3	10.5	3.1	1.1
	G	2.5	42.1	9.9	21.5	7.4	16.5	2.9	1.1
	H	1.6	41.9	9.7	24.2	4.8	17.7	2.9	1.1
	I	2.2	41.8	9.8	22.3	7.1	16.8	2.9	1.1
	X	1.7	39.1	9.4	29.0	6.1	14.8	3.0	1.1
3	A	.0	19.0	11.9	59.5	4.8	4.8	3.5	.9
	B	.0	14.6	4.9	46.3	7.3	26.8	3.6	.9
	C	.0	13.3	10.0	56.7	.0	20.0	3.5	.8
	D	.0	16.3	10.2	38.8	8.2	26.5	3.5	1.0
	E	.9	12.1	17.2	34.5	10.3	25.0	3.6	1.0
	F	.0	5.3	21.1	47.4	5.3	21.1	3.7	.7
	G	.8	13.2	15.7	33.9	9.9	26.4	3.5	1.0
	H	.0	11.3	16.1	41.9	8.1	22.6	3.6	.9
	I	.5	12.5	15.8	37.0	9.2	25.0	3.6	.9
	X	.3	13.8	13.1	43.4	7.4	21.9	3.6	.9
4	A	2.4	38.1	14.3	28.6	7.1	9.5	3.0	1.1
	B	4.9	51.2	14.6	17.1	.0	12.2	2.5	.9
	C	.0	40.0	10.0	33.3	6.7	10.0	3.1	1.1
	D	4.1	32.7	10.2	34.7	8.2	10.2	3.1	1.1
	E	5.2	47.4	10.3	28.4	3.4	5.2	2.8	1.1
	F	.0	31.6	.0	57.9	10.5	.0	3.5	1.1
	G	5.0	41.3	8.3	31.4	5.8	8.3	2.9	1.1
	H	3.2	41.9	11.3	37.1	4.8	1.6	3.0	1.1
	I	4.3	41.8	9.2	33.2	5.4	6.0	2.9	1.1
	X	3.7	42.4	10.8	30.3	5.1	7.7	2.9	1.1

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 1: Changes in the Institution's External Environment (cont'd)



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 1

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
5	A	.0	2.4	2.4	66.7	26.2	2.4	4.2	.6
	B	.0	12.2	2.4	51.2	22.0	12.2	3.9	.9
	C	.0	20.0	3.3	56.7	6.7	13.3	3.6	.9
	D	.0	16.3	10.2	36.7	14.3	22.4	3.6	1.0
	E	3.4	21.6	12.1	31.0	23.3	8.6	3.5	1.2
	F	.0	10.5	10.5	52.6	15.8	10.5	3.8	.9
	G	2.5	22.3	9.1	33.9	19.8	12.4	3.5	1.2
	H	1.6	12.9	16.1	35.5	21.0	12.9	3.7	1.1
	I	2.2	19.0	11.4	34.8	20.1	12.5	3.6	1.1
	X	1.3	15.8	8.1	43.8	19.9	11.1	3.7	1.0
6	A	.0	2.4	.0	42.9	50.0	4.8	4.5	.6
	B	.0	2.4	.0	53.7	31.7	12.2	4.3	.6
	C	.0	10.0	3.3	70.0	13.3	3.3	3.9	.8
	D	2.0	12.2	2.0	42.9	34.7	6.1	4.0	1.1
	E	3.4	12.9	5.2	44.0	28.4	6.0	3.9	1.1
	F	.0	.0	5.3	63.2	15.8	15.8	4.1	.5
	G	4.1	12.4	5.0	43.8	27.3	7.4	3.8	1.1
	H	.0	9.7	3.2	48.4	32.3	6.5	4.1	.9
	I	2.7	11.4	4.3	45.7	28.8	7.1	3.9	1.1
	X	1.7	8.8	3.0	48.8	30.6	7.1	4.1	.9
7	A	19.0	40.5	.0	35.7	2.4	2.4	2.6	1.2
	B	7.3	48.8	7.3	29.3	7.3	.0	2.8	1.2
	C	.0	20.0	13.3	46.7	6.7	13.3	3.5	.9
	D	8.2	55.1	10.2	18.4	.0	8.2	2.4	.9
	E	2.6	41.4	8.6	25.9	10.3	11.2	3.0	1.2
	F	.0	42.1	5.3	42.1	.0	10.5	3.0	1.0
	G	4.1	41.3	9.9	25.6	9.1	9.9	2.9	1.2
	H	3.2	53.2	6.5	24.2	1.6	11.3	2.6	1.0
	I	3.8	45.1	8.7	25.5	6.5	10.3	2.8	1.1
	X	6.1	42.4	7.7	29.6	6.1	8.1	2.9	1.1
8	A	2.4	35.7	9.5	33.3	16.7	2.4	3.3	1.2
	B	2.4	22.0	4.9	46.3	4.9	19.5	3.4	1.1
	C	.0	13.3	3.3	40.0	10.0	33.3	3.7	1.0
	D	.0	30.6	10.2	30.6	12.2	16.3	3.3	1.1
	E	3.4	13.8	10.3	40.5	17.2	14.7	3.6	1.1
	F	.0	10.5	5.3	42.1	10.5	31.6	3.8	.9
	G	3.3	19.8	11.6	35.5	13.2	16.5	3.4	1.1
	H	.0	14.5	6.5	43.5	17.7	17.7	3.8	1.0
	I	2.2	17.9	9.8	38.0	15.2	16.8	3.6	1.1
	X	2.0	20.5	8.4	38.7	13.5	16.8	3.5	1.1

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

SECTION 2: Institutional Enrollments

The first question in this section allows you to determine whether consensus exists within and among the respondent groups about institutional enrollments over the last three years. Questions 2 through 5 focus on respondents' projections about future enrollments and their potential impact on the institution.

QUESTION EXPLANATION

1. Consensus. This question asks whether total full-time equivalent enrollments at your institution have increased by more than five percent, have remained stable, or have decreased by more than five percent over the last three years. The ideal response pattern is for all the respondents in each group to select the same reply. When responses within a group are dispersed among the three categories, little consensus may exist among members of that group about the institution's recent enrollment experiences. Similarly, varying response patterns from different respondent groups indicates little agreement within the institution as to its enrollment condition. Substantial disagreement within and among the respondent groups may indicate a source of contention within the institution and a need for better communication about the institution's enrollment condition.

2. Inevitability. High scores indicate that respondents predict declining enrollments to be inevitable in the coming year. Conversely, low scores reflect the perception that declining enrollments are not necessarily a part of the institution's near future.

3. Administrative Control. High scores indicate that respondents feel the institution can now act to avoid the possibility of declining enrollments. Low scores tend to indicate a belief that future enrollments are largely controlled by factors external to the institution.

4. Duration. Low scores indicate a belief that an enrollment decline in the next year would be a short-term problem. High scores suggest that a near-term enrollment decline would reflect a more extended trend of declining enrollments.

5. Threat. A low score indicates that respondents believe that a five percent decline in enrollments during the next year would threaten the viability of the institution. A high score suggests that respondents perceive the institution as resilient to the impact of a short-term decline in enrollments.

Responses to the above questions can be interpreted in a number of ways. First, if there is low agreement as to whether enrollments have increased, remained stable, or declined, you might ask whether this indicates poor communication within the institution. You should also examine whether variations among the respondent groups, particularly faculty groups, reflect differences in the respondents' experiences that are not representative of the whole institution. For example, if one academic unit has experienced declining enrollments while others have not, respondents in that unit are more likely than others to perceive overall institutional enrollments as decreasing.

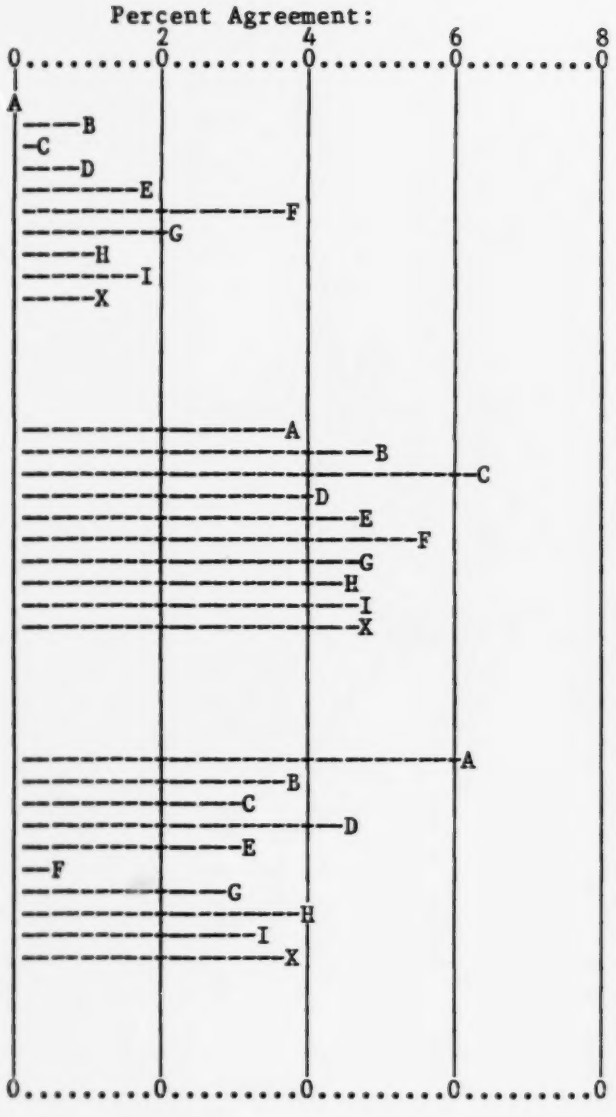
Second, the responses to questions 2 through 5 should be examined in concert. The worse-case scenario would be where respondents believe that declining enrollments are inevitable, that there is little the administration can do to prevent them, and that they will jeopardize the viability of the institution. Such a response pattern would indicate that respondents believe that the institution is about to undergo a major crisis. In this situation, administrators should seriously assess the extent to which plans have been formulated to address such a crisis and whether these plans have been credibly communicated throughout the institution.

Section 2: Institutional Enrollments

1a. To the best of your knowledge, headcount enrollments at this institution have <u>increased</u> by more than five percent over the past three years.

1b. To the best of your knowledge, headcount enrollments at this institution have remained <u>stable</u> over the past three years.

1c. To the best of your knowledge, headcount enrollments at this institution have <u>decreased</u> by more than five percent over over the past three years.



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

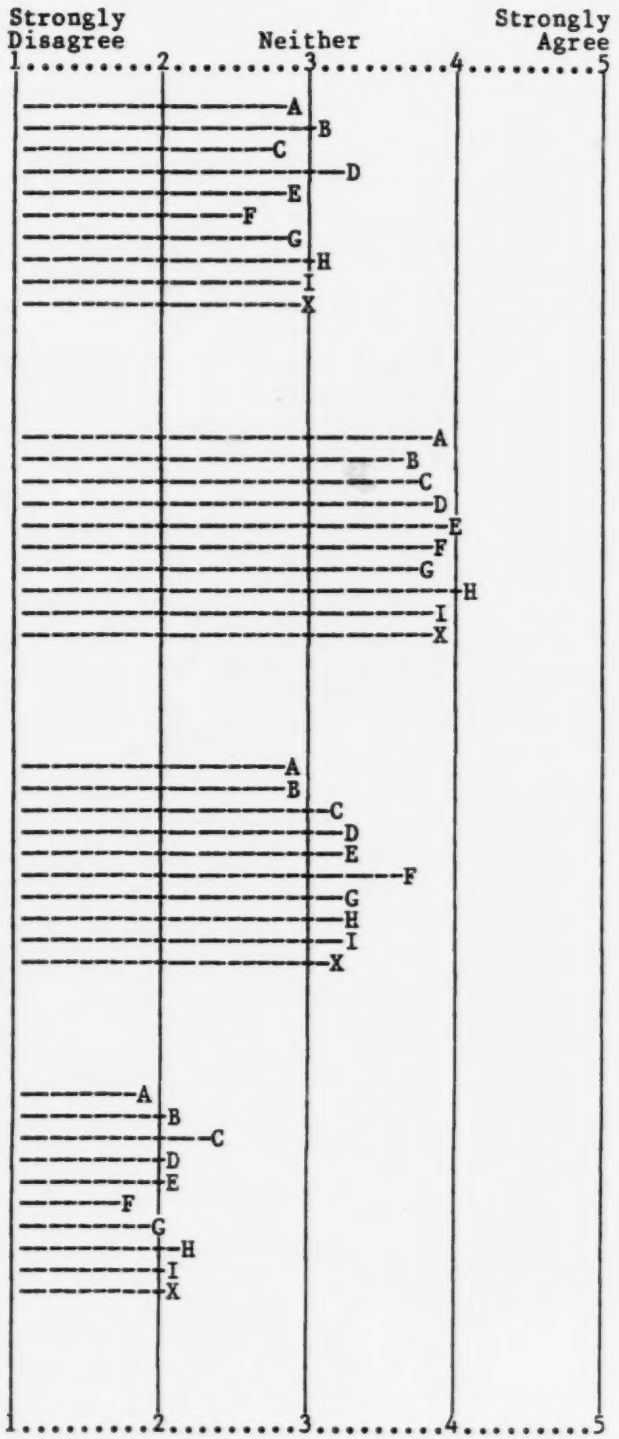
Section 2

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
1	A	.0	35.7	59.5			4.8	2.6	.5
	B	9.8	48.8	36.6			4.9	2.3	.6
	C	3.3	60.0	30.0			6.7	2.3	.5
	D	10.2	38.8	42.9			8.2	2.4	.7
	E	18.1	47.4	31.9			2.6	2.1	.7
	F	36.8	52.6	5.3			5.3	1.7	.6
	G	20.7	44.6	28.1			6.6	2.1	.7
	H	12.9	46.8	40.3			.0	2.3	.7
	I	17.9	45.7	32.1			4.3	2.1	.7
	X	12.8	46.1	36.4			4.7	2.2	.7

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 2: Institutional Enrollments (continued)



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 2

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
2	A	.0	40.5	21.4	26.2	4.8	7.1	2.9	1.0
	B	2.4	36.6	9.8	36.6	4.9	9.8	3.1	1.1
	C	3.3	40.0	6.7	30.0	.0	20.0	2.8	1.0
	D	.0	26.5	12.2	38.8	8.2	14.3	3.3	1.0
	E	5.2	37.9	15.5	27.6	5.2	8.6	2.9	1.1
	F	5.3	47.4	15.8	10.5	5.3	15.8	2.6	1.0
	G	5.0	36.4	11.6	28.9	5.8	12.4	2.9	1.1
	H	1.6	33.9	21.0	29.0	6.5	8.1	3.1	1.0
	I	3.8	35.9	14.7	28.8	6.0	10.9	3.0	1.1
	X	3.0	37.0	14.1	29.6	5.1	11.1	3.0	1.1
3	A	.0	9.5	9.5	64.3	14.3	2.4	3.9	.8
	B	2.4	19.5	2.4	51.2	19.5	4.9	3.7	1.1
	C	3.3	6.7	6.7	50.0	13.3	20.0	3.8	1.0
	D	2.0	8.2	6.1	57.1	16.3	10.2	3.9	.9
	E	.9	6.9	11.2	52.6	23.3	5.2	4.0	.9
	F	.0	10.5	5.3	52.6	15.8	15.8	3.9	.9
	G	1.7	9.9	11.6	47.1	21.5	8.3	3.8	1.0
	H	.0	3.2	4.8	67.7	17.7	6.5	4.1	.6
	I	1.1	7.6	9.2	53.8	20.7	7.6	3.9	.9
	X	1.3	9.4	8.1	54.5	18.9	7.7	3.9	.9
4	A	2.4	45.2	7.1	31.0	4.8	9.5	2.9	1.1
	B	7.3	34.1	9.8	34.1	4.9	9.8	2.9	1.2
	C	3.3	26.7	10.0	56.7	.0	3.3	3.2	1.0
	D	2.0	26.5	2.0	51.0	2.0	16.3	3.3	1.0
	E	5.2	26.7	5.2	45.7	8.6	8.6	3.3	1.2
	F	.0	15.8	5.3	68.4	5.3	5.3	3.7	.8
	G	5.8	22.3	5.0	47.1	7.4	12.4	3.3	1.1
	H	.0	32.3	3.2	54.8	4.8	4.8	3.3	1.0
	I	3.8	25.5	4.3	49.5	6.5	10.3	3.3	1.1
	X	4.0	29.6	6.1	45.5	5.4	9.4	3.2	1.1
5	A	31.0	45.2	11.9	2.4	2.4	7.1	1.9	.9
	B	9.8	61.0	.0	9.8	.0	19.5	2.1	.8
	C	3.3	60.0	.0	16.7	.0	20.0	2.4	.9
	D	14.3	59.2	2.0	12.2	.0	12.2	2.1	.9
	E	26.7	50.9	3.4	8.6	4.3	6.0	2.1	1.1
	F	15.8	73.7	.0	.0	.0	10.5	1.8	.4
	G	24.0	56.2	3.3	7.4	2.5	6.6	2.0	.9
	H	19.4	53.2	1.6	11.3	3.2	11.3	2.2	1.0
	I	22.3	55.4	2.7	8.7	2.7	8.2	2.1	1.0
	X	19.9	55.2	3.4	8.8	2.0	10.8	2.1	.9

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

SECTION 3: Institutional Revenues

The first question in this section allows you to determine whether consensus exists within and among the respondent groups about institution revenues over the last three years. Questions 2 through 5 focus on respondents' projections about future revenues and their impact on the institution.

QUESTION EXPLANATION

1. Consensus. This question asks whether inflation-adjusted total revenues at your institution have increased by more than five percent, have remained stable, or have decreased by more than five percent over the last three years. The ideal response pattern is for all the respondents in each group to select the same reply. When responses within a group are dispersed among the three categories, little consensus may exist among members of that group about the institution's recent revenue experiences. Similarly, varying response patterns from different respondent groups indicates little agreement within the institution as to its revenue condition. Substantial disagreement within and among the respondent groups may indicate a source of contention within the institution and a need for better communication about institutional revenues.

2. Inevitability. High scores indicate that respondents predict declining revenues to be inevitable in the coming year. Conversely, low scores reflect the perception that declining revenues are not necessarily a part of the institution's near future.

3. Administrative Control. High scores indicate that respondents feel the institution can act now to avoid the possibility of declining revenues. Low scores tend to indicate a belief that future revenues are largely controlled by factors external to the institution.

4. Duration. Low scores indicate a belief that a revenue decline in the next year would be a short-term problem. High scores suggest that a near-term revenue decline would reflect a more extended trend of declining revenues.

5. Threat. A low score indicates that respondents believe that a five percent decline in revenues during the next year would threaten the viability of the institution. A high score suggests that respondents perceive the institution as resilient to the impact of a short-term decline in revenues.

Responses to the above questions can be interpreted in a number of ways. First, if there is low agreement as to whether revenues have increased, remained stable, or decreased, you might ask whether this indicates poor communication within the institution. You should also examine variations among the respondent groups in light of the types and quality of information they are likely to possess about the institution's revenues.

Second, the responses to questions 2 through 5 should be examined in concert. The worse-case scenario would be where respondents believe that declining revenues are inevitable, that there is little the administration can do to prevent them, and that they will jeopardize the viability of the institution. Such a response pattern would indicate that respondents believe that the institution is about to undergo a major crisis. In this situation, administrators should seriously assess the extent to which plans have been formulated to address such a crisis and whether these plans have been credibly communicated throughout the institution.

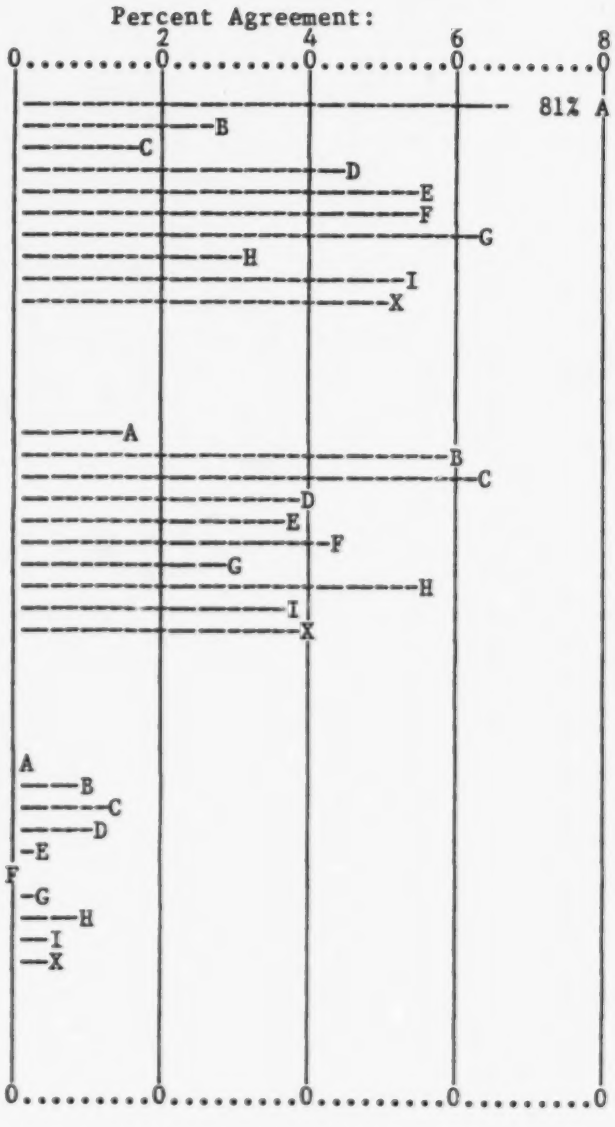
Finally, research at NCHEMS suggests that individuals may be more sensitive to an institution's financial condition than to its enrollment experiences. You may want to compare the accuracy of perceptions about enrollment experiences with those concerning revenue conditions.

Section 3: Institutional Revenues

1a. To the best of your knowledge, total revenues at this institution have increased by more than five percent over the past three years.

1b. To the best of your knowledge, total revenues at this institution have remained stable over the past three years.

1c. To the best of your knowledge, total revenues at this institution have decreased by more than five percent over the past three years.



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

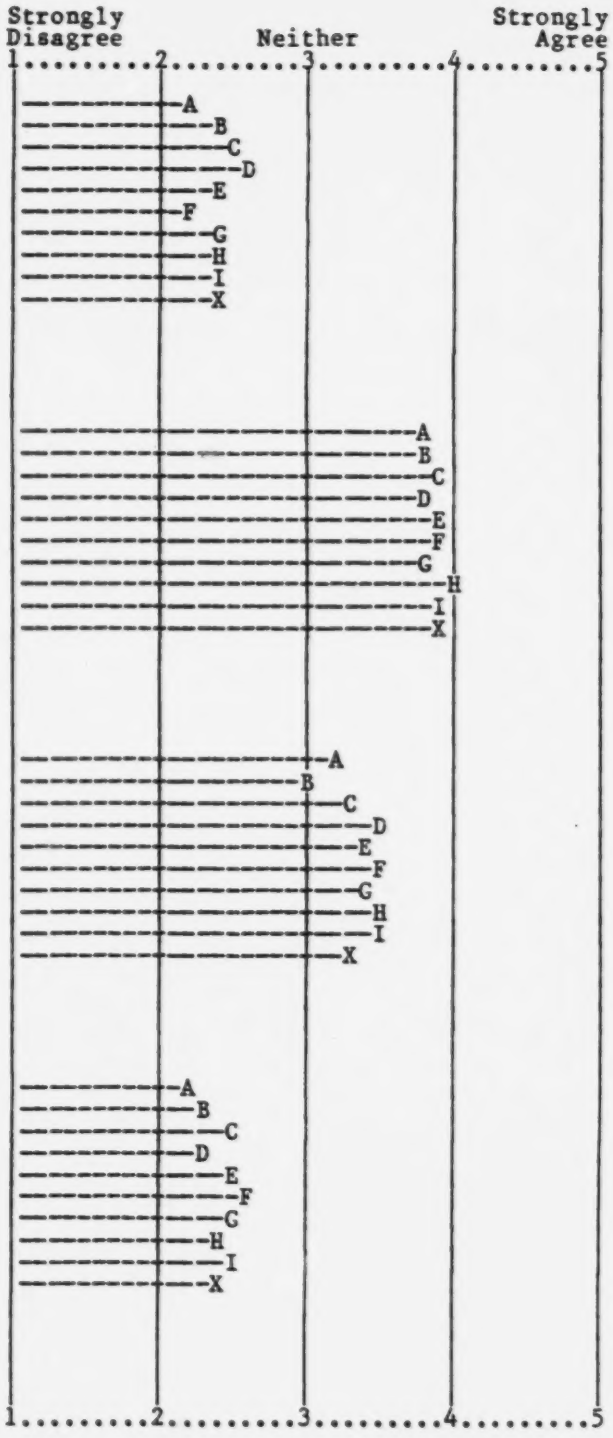
Section 3

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
1	A	81.0	16.7	2.4			.0	1.2	.5
	B	26.8	56.1	9.8			7.3	1.8	.6
	C	16.7	56.7	13.3			13.3	2.0	.6
	D	44.9	38.8	12.2			4.1	1.7	.7
	E	55.2	36.2	5.2			3.4	1.5	.6
	F	47.4	36.8	.0			15.8	1.4	.5
	G	61.2	28.1	5.0			5.8	1.4	.6
	H	32.3	54.8	9.7			3.2	1.8	.6
	I	51.6	37.0	6.5			4.9	1.5	.6
	X	48.8	38.7	7.1			5.4	1.6	.6

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 3: Institutional Revenues (continued)



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 3

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
2	A	4.8	76.2	7.1	4.8	2.4	4.8	2.2	.7
	B	4.9	51.2	7.3	14.6	.0	22.0	2.4	.9
	C	.0	46.7	13.3	13.3	.0	26.7	2.5	.8
	D	6.1	42.9	10.2	16.3	2.0	22.4	2.6	1.0
	E	8.6	56.0	8.6	10.3	4.3	12.1	2.4	1.0
	F	15.8	47.4	5.3	15.8	.0	15.8	2.2	1.0
	G	9.9	52.1	8.3	12.4	5.0	12.4	2.4	1.1
	H	6.5	50.0	9.7	12.9	.0	21.0	2.4	.9
	I	8.7	51.6	8.7	12.5	3.3	15.2	2.4	1.0
	X	6.7	54.5	8.8	11.8	2.4	15.8	2.4	.9
3	A	.0	2.4	16.7	73.8	2.4	4.8	3.8	.5
	B	.0	9.8	4.9	63.4	9.8	12.2	3.8	.8
	C	.0	6.7	3.3	60.0	6.7	23.3	3.9	.7
	D	.0	4.1	16.3	57.1	6.1	16.3	3.8	.7
	E	.0	6.9	10.3	53.4	18.1	11.2	3.9	.8
	F	.0	.0	21.1	52.6	10.5	15.8	3.9	.6
	G	.0	8.3	14.0	47.1	16.5	14.0	3.8	.8
	H	.0	.0	11.3	69.4	8.1	11.3	4.0	.5
	I	.0	5.4	13.0	54.3	14.1	13.0	3.9	.7
	X	.0	5.7	11.4	58.9	11.1	12.8	3.9	.7
4	A	.0	35.7	4.8	50.0	4.8	4.8	3.2	1.0
	B	.0	39.0	9.8	34.1	2.4	14.6	3.0	1.0
	C	.0	23.3	10.0	50.0	.0	16.7	3.3	.9
	D	2.0	18.4	2.0	57.1	4.1	16.3	3.5	1.0
	E	6.0	12.9	10.3	43.1	7.8	19.8	3.4	1.1
	F	.0	21.1	10.5	57.9	5.3	5.3	3.5	.9
	G	6.6	12.4	9.1	43.0	8.3	20.7	3.4	1.1
	H	.0	21.0	6.5	59.7	3.2	9.7	3.5	.9
	I	4.3	15.2	8.2	48.4	6.5	17.4	3.5	1.0
	X	2.7	22.2	8.1	46.8	5.1	15.2	3.3	1.0
5	A	19.0	57.1	11.9	4.8	4.8	2.4	2.2	1.0
	B	9.8	58.5	2.4	14.6	.0	14.6	2.3	.9
	C	3.3	50.0	.0	16.7	3.3	26.7	2.5	1.1
	D	12.2	51.0	4.1	14.3	2.0	16.3	2.3	1.0
	E	13.8	44.8	7.8	13.8	8.6	11.2	2.5	1.2
	F	5.3	52.6	.0	21.1	5.3	15.8	2.6	1.1
	G	12.4	46.3	6.6	14.9	7.4	12.4	2.5	1.2
	H	12.9	48.4	4.8	14.5	4.8	14.5	2.4	1.1
	I	12.5	47.3	6.0	14.7	6.5	13.0	2.5	1.2
	X	12.1	50.5	5.7	13.5	5.1	13.1	2.4	1.1

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

SECTION 4: Institutional Functioning

Questions in this section focus on certain structural and process characteristics of your institution. The results of past research indicates that these characteristics are highly correlated with the management and performance of an institution. Each topic is briefly explained below, and an indication of how to interpret high or low scores is provided.

QUESTION	EXPLANATION
1.	Formalization. This question concerns the amount of formalization at your institution. Formalized institutions are governed by an abundance of rules and regulations. Institutions that score low on this item can be characterized as more informal and flexible.
2.,3., 4.,5.	Mission. These four items assess perceptions of institutional mission. Institutions that score high on one of these items tend to score high on all four, while those that score low on one tend to score low on all four. High scores indicate that the institution has a special sense of identity and mission, and that respondents feel that a special purpose is associated with the school. Low scores indicate that the institution is not much different from many other schools, and that respondents hold diverse views regarding its purpose.
6.,7.	Investor Confidence. High scores indicate that the institution provides substantial benefit to students and other constituencies who invest time or resources in it. Low scores indicate that the school may not be providing constituencies with what they want.
8.	Structural Coupling. High scores indicate that elements of institutional structure are loosely coordinated. That is, the institution has many autonomous subunits that can operate independently of each other. Low scores indicate closer coordination among subunits.
9.	Centralization. High scores indicate that major policy decisions tend to be made at the top of the organizational hierarchy. Low scores reflect broad participation by members at lower levels of the organization.
10.	Planning. High scores indicate that a short-term planning perspective is perceived to permeate the institution. Low scores indicate that a long-term perspective is more typical. Institutions facing crises or uncertainty frequently adopt a short-term perspective.

11. Scapegoating. This question measures the extent to which top administrators are scapegoated or blamed for problems in the institution. High scores indicate that respondents feel that administrators get more than their share of blame. Low scores indicate that administrators are not perceived as carrying the brunt of criticism.

12. Resistance to Change. This item reflects the extent to which resistance to change and innovation is present in the institution. High scores reflect conservative tendencies. Low scores indicate a willingness to try new things and to accept change.

13. Administrative Turnover. High scores indicate that respondents perceive a large amount of turnover in administrative positions, even instability. Low scores indicate little turnover and a great deal of stability.

14. Slack Resources. This question measures the amount of slack or uncommitted resources present in the institution. High scores indicate that the institution has few discretionary resources and that cuts would damage the school. Low scores indicate that the institution is perceived to have resources that could be reallocated or cut without "getting to the bone."

15. Interest Groups. This item reflects the extent to which special interest groups are becoming more visible and verbal. Under conditions of crisis or threat, groups often organize and become more politically active. They put greater demands on the institution to respond to their preferences. High scores indicate that the institution is becoming more political and pluralistic; low scores indicate the reverse.

16. Administrator Credibility. High scores indicate that respondents have confidence in the integrity of top administrators. Low scores indicate that top administrators are seen as untrustworthy or incompetent.

17. Reallocation Priorities. This question concerns whether cutbacks occur on the basis of priority or are initiated across-the-board. High scores indicate the presence of a prioritized plan for retrenchment. Low scores indicate a tendency toward generalized, across-the-board cutbacks.

18. Locus of Control. This item assesses where top administrators place their locus of control. People are said to have an internal locus of control when they view the world as a place they can control, or where they can influence causal factors. People are said to have an external locus of control when they view the world as

largely beyond their control. Uncontrollable events play a significant role for them. High scores on this item indicate that top administrators are externally oriented; they feel that factors affecting the institution and lie outside the institution cannot be controlled. Low scores indicate an internal locus of control and the feeling that top administrators can control the destiny of the school.

19. Internal Mobility. High scores indicate that top positions are generally filled through promotion from within the institution. Low scores indicate that top positions are more likely to be filled by people from outside the institution.

20.,21., 22. Levels of Morale, Conflict, and Innovative Activity. These three items ask about the current levels of morale, conflict and innovative activity within the institution. High scores indicate high levels.

23.,24., 25. Changes in Morale, Conflict and Innovative Activity. These questions are concerned with how morale, conflict and innovative activity have changed (i.e., are whether they have increased, decreased, or remained the same) within the institution.

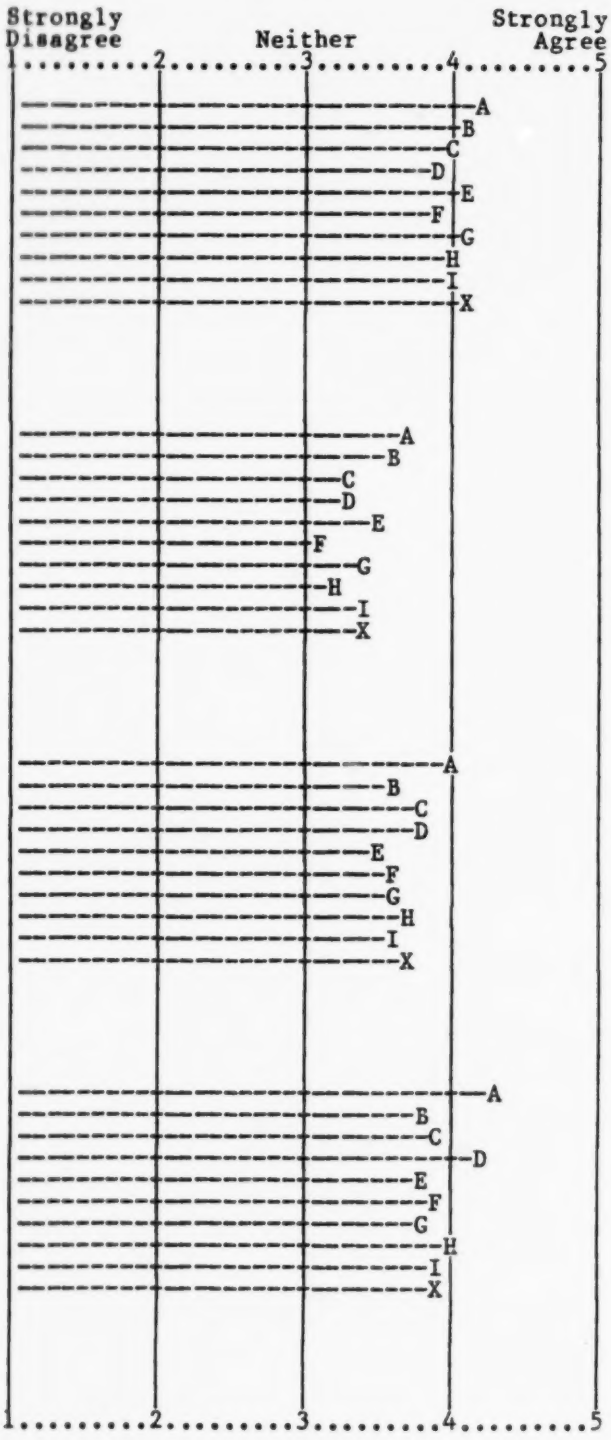
Once you have reviewed individual scores, consider them as a group. By taking note of especially high and low scores, you can put together descriptive sentences such as, "We see ourselves as having a very clear consensus regarding our mission and a strong resistance to change. People generally feel good about participating in the institution (high investor confidence and rising morale). Decisionmaking is seen as highly centralized. Resources are very scarce, yet people tend not to blame administrators for problems." Through such an exercise, you can begin to paint a picture of how people view your institution.

Also consider what might lie behind any apparent incongruities. For example, some institutions score high on resistance to change and on innovation. Some find that morale is rising, in spite of the apparently contradictory fact that conflict is perceived to be high. Are such incongruities explained by looking closely at differences among groups of respondents? Was there a key issue on campus at the time they completed the surveys that may have colored their responses?

You can also use the responses collectively to probe fundamental issues about why people at your institution seem to see things as they do. In the example above, you may be surprised that an institution where people are basically content can also be one with high centralization and scarce resources. Ask yourself whether you believe that the scores represent reality. If you have confidence in them, consider the factors that may account for them. Perhaps that institution has a strong president who has an

excellent grasp of what people want done. Centralization gets them what they want without their taking time or effort to ensure it. If such president is nearing retirement, what kind of president is now needed and what possible changes should be made in habitual patterns of decisionmaking?

Section 4: Institutional Characteristics



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

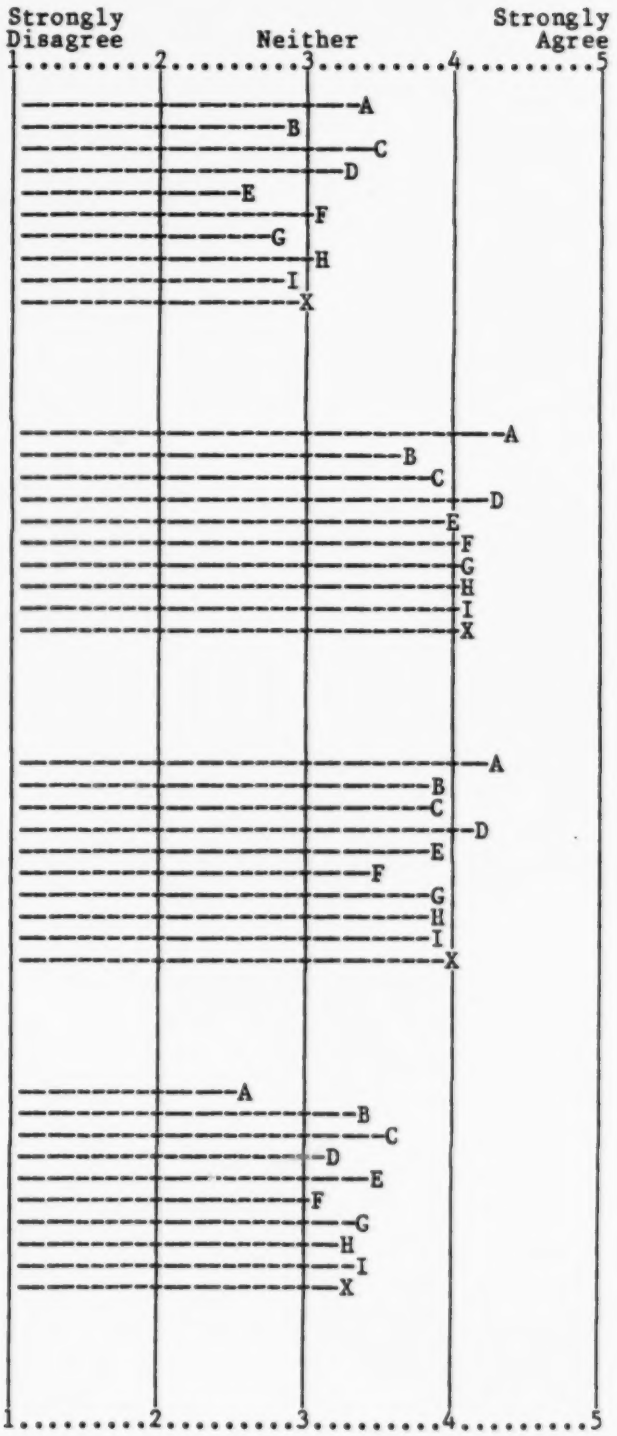
Section 4

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
1	A	2.4	2.4	.0	64.3	28.6	2.4	4.2	.8
	B	2.4	.0	2.4	78.0	17.1	.0	4.1	.6
	C	3.3	3.3	3.3	73.3	16.7	.0	4.0	.8
	D	4.1	6.1	4.1	69.4	16.3	.0	3.9	.9
	E	3.4	6.0	2.6	48.3	39.7	.0	4.1	1.0
	F	.0	15.8	.0	63.2	21.1	.0	3.9	.9
	G	5.0	5.0	2.5	50.4	37.2	.0	4.1	1.0
	H	.0	11.3	3.2	64.5	21.0	.0	4.0	.8
	I	3.3	7.1	2.7	55.4	31.5	.0	4.0	1.0
	X	3.0	5.1	2.4	61.6	27.6	.3	4.1	.9
2	A	.0	21.4	11.9	38.1	26.2	2.4	3.7	1.1
	B	2.4	14.6	4.9	63.4	4.9	9.8	3.6	.9
	C	.0	33.3	6.7	36.7	10.0	13.3	3.3	1.1
	D	4.1	30.6	6.1	34.7	16.3	8.2	3.3	1.2
	E	6.0	18.1	13.8	40.5	16.4	5.2	3.5	1.2
	F	5.3	26.3	21.1	36.8	5.3	5.3	3.1	1.1
	G	5.8	18.2	15.7	38.8	16.5	5.0	3.4	1.2
	H	4.8	30.6	6.5	37.1	12.9	8.1	3.2	1.2
	I	5.4	22.3	12.5	38.6	15.2	6.0	3.4	1.2
	X	3.7	22.2	10.8	41.8	14.8	6.7	3.4	1.1
3	A	2.4	4.8	9.5	54.8	28.6	.0	4.0	.9
	B	2.4	9.8	17.1	61.0	7.3	2.4	3.6	.9
	C	.0	13.3	3.3	73.3	6.7	3.3	3.8	.8
	D	.0	16.3	4.1	59.2	20.4	.0	3.8	.9
	E	5.2	17.2	11.2	48.3	16.4	1.7	3.5	1.1
	F	5.3	10.5	10.5	68.4	5.3	.0	3.6	1.0
	G	5.0	15.7	10.7	51.2	15.7	1.7	3.6	1.1
	H	1.6	16.1	6.5	58.1	17.7	.0	3.7	1.0
	I	3.8	16.3	9.2	53.3	16.3	1.1	3.6	1.1
	X	3.0	13.5	9.8	56.6	15.8	1.3	3.7	1.0
4	A	.0	2.4	4.8	57.1	35.7	.0	4.3	.7
	B	4.9	7.3	4.9	63.4	12.2	7.3	3.8	1.0
	C	3.3	.0	.0	90.0	.0	6.7	3.9	.6
	D	.0	4.1	2.0	67.3	26.5	.0	4.2	.7
	E	2.6	8.6	12.1	58.6	14.7	3.4	3.8	.9
	F	.0	5.3	15.8	57.9	15.8	5.3	3.9	.8
	G	2.5	7.4	10.7	61.2	15.7	2.5	3.8	.9
	H	.0	6.5	8.1	59.7	22.6	3.2	4.0	.8
	I	1.6	7.1	9.8	60.9	17.9	2.7	3.9	.8
	X	2.0	5.7	7.4	63.6	17.8	3.4	3.9	.8

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 4: Institutional Characteristics (continued)



5. People associated with this institution share a common definition of its mission.

6. Students who make a personal or financial investment in this institution believe that they receive an ample return on their investment.

7. Community members (not students) who make a personal or financial investment in this institution believe that they receive an ample return on their investment.

8. The activities of various units in this institution are loosely coordinated.

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

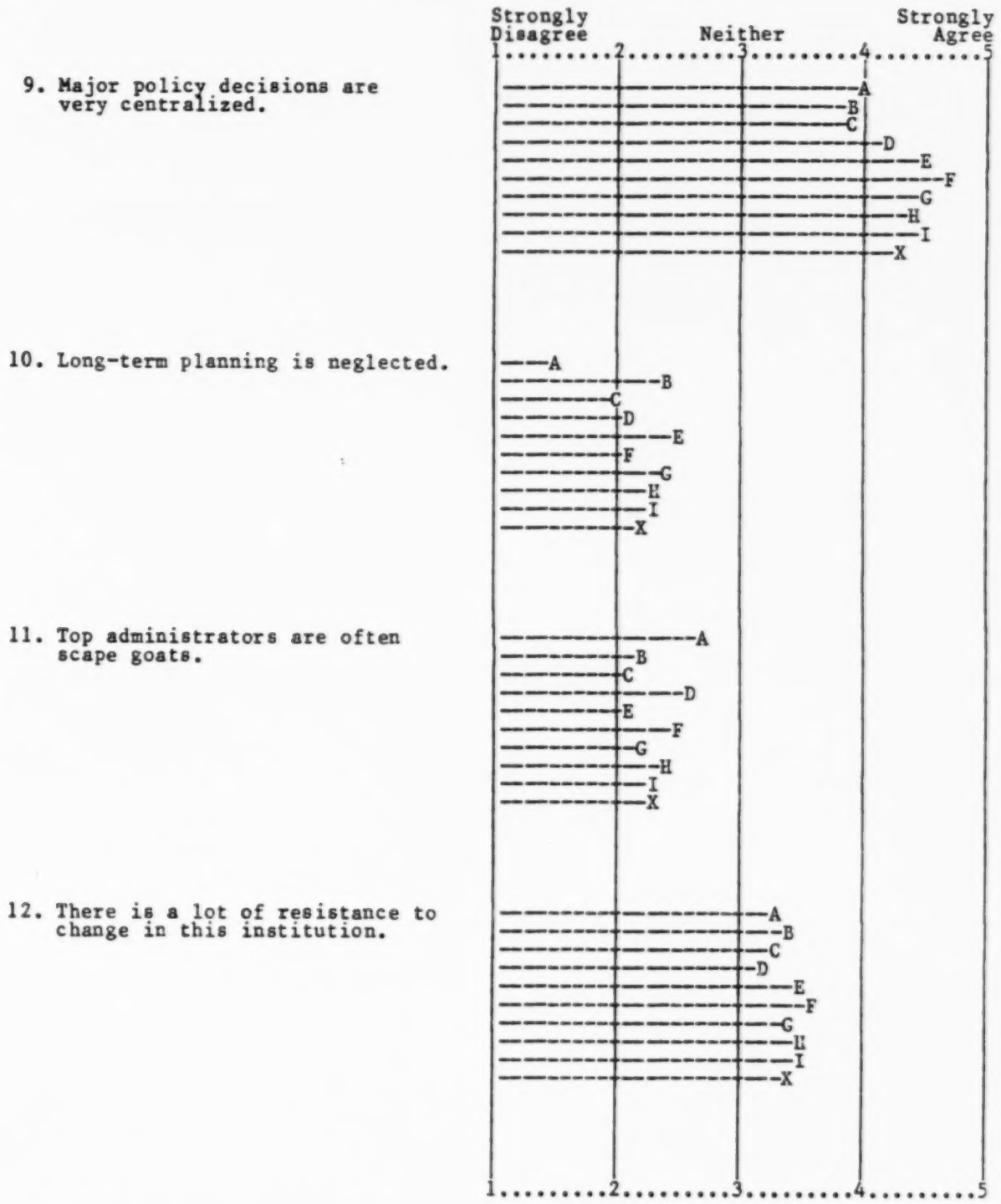
Section 4

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
5	A	2.4	28.6	4.8	52.4	11.9	.0	3.4	1.1
	B	.0	46.3	9.8	36.6	.0	7.3	2.9	1.0
	C	.0	16.7	16.7	50.0	3.3	13.3	3.5	.9
	D	10.2	18.4	4.1	59.2	4.1	4.1	3.3	1.2
	E	20.7	33.6	9.5	29.3	5.2	1.7	2.6	1.3
	F	5.3	31.6	21.1	26.3	10.5	5.3	3.1	1.2
	G	19.8	28.9	11.6	31.4	6.6	1.7	2.8	1.3
	H	8.1	30.6	4.8	48.4	3.2	4.8	3.1	1.1
	I	16.3	29.3	9.2	37.0	5.4	2.7	2.9	1.3
	X	10.4	30.3	9.4	40.4	5.4	4.0	3.0	1.2
6	A	.0	.0	.0	61.9	38.1	.0	4.4	.5
	B	.0	14.6	4.9	48.8	9.8	22.0	3.7	.9
	C	.0	6.7	.0	86.7	6.7	.0	3.9	.6
	D	.0	2.0	.0	57.1	30.6	10.2	4.3	.6
	E	2.6	1.7	6.9	62.9	20.7	5.2	4.0	.8
	F	.0	.0	10.5	57.9	21.1	10.5	4.1	.6
	G	2.5	.8	4.1	62.0	23.1	7.4	4.1	.8
	H	.0	3.2	8.1	58.1	24.2	6.5	4.1	.7
	I	1.6	1.6	5.4	60.9	23.4	7.1	4.1	.7
	X	1.0	3.7	4.0	62.0	21.9	7.4	4.1	.7
7	A	.0	.0	4.8	52.4	31.0	11.9	4.3	.6
	B	.0	7.3	4.9	43.9	9.8	34.1	3.9	.8
	C	.0	3.3	6.7	60.0	6.7	23.3	3.9	.6
	D	.0	.0	2.0	40.8	12.2	44.9	4.2	.5
	E	.9	3.4	11.2	47.4	12.9	24.1	3.9	.8
	F	.0	5.3	15.8	36.8	.0	42.1	3.5	.7
	G	.8	3.3	9.1	44.6	13.2	28.9	3.9	.8
	H	.0	1.6	9.7	43.5	8.1	37.1	3.9	.6
	I	.5	2.7	9.2	44.6	11.4	31.5	3.9	.7
	X	.3	3.0	7.7	47.1	13.5	28.3	4.0	.7
8	A	11.9	54.8	2.4	26.2	4.8	.0	2.6	1.2
	B	2.4	29.3	12.2	22.0	26.8	7.3	3.4	1.3
	C	3.3	16.7	.0	56.7	10.0	13.3	3.6	1.1
	D	2.0	34.7	12.2	30.6	14.3	6.1	3.2	1.2
	E	5.2	20.7	9.5	38.8	19.8	6.0	3.5	1.2
	F	5.3	31.6	5.3	31.6	10.5	15.8	3.1	1.3
	G	5.8	23.1	9.9	33.1	20.7	7.4	3.4	1.3
	H	1.6	30.6	9.7	40.3	11.3	6.5	3.3	1.1
	I	4.3	25.5	9.8	35.9	17.4	7.1	3.4	1.2
	X	5.1	29.3	8.1	34.7	16.2	6.7	3.3	1.2

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 4: Institutional Characteristics (continued)



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

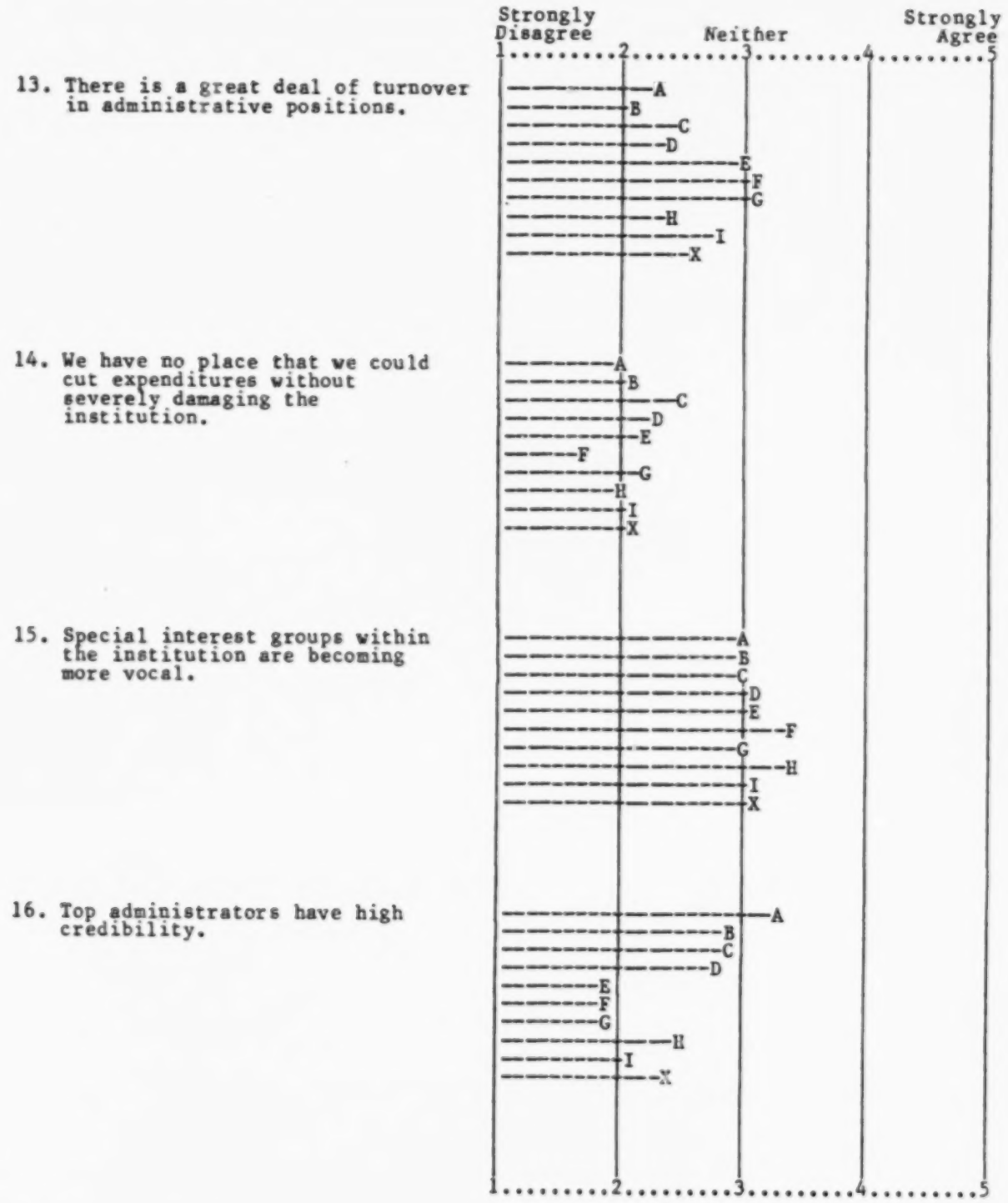
Section 4

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
9	A	4.8	4.8	2.4	59.5	28.6	.0	4.0	1.0
	B	.0	17.1	4.9	39.0	31.7	7.3	3.9	1.1
	C	.0	20.0	.0	46.7	30.0	3.3	3.9	1.1
	D	4.1	4.1	6.1	40.8	42.9	2.0	4.2	1.0
	E	2.6	.9	.9	29.3	62.9	3.4	4.5	.8
	F	.0	5.3	.0	15.8	78.9	.0	4.7	.7
	G	3.3	1.7	1.7	25.6	64.5	3.3	4.5	.9
	H	1.6	3.2	3.2	40.3	50.0	1.6	4.4	.8
	I	2.7	2.2	2.2	31.0	59.2	2.7	4.5	.9
	X	2.4	6.4	2.4	37.7	48.1	3.0	4.3	1.0
10	A	59.5	38.1	.0	2.4	.0	.0	1.5	.6
	B	24.4	41.5	4.9	9.8	12.2	7.3	2.4	1.3
	C	13.3	63.3	10.0	3.3	.0	10.0	2.0	.6
	D	20.4	65.3	2.0	6.1	4.1	2.0	2.1	.9
	E	12.1	50.9	12.9	11.2	7.8	5.2	2.5	1.1
	F	15.8	63.2	10.5	5.3	.0	5.3	2.1	.7
	G	16.5	51.2	10.7	9.9	7.4	4.1	2.4	1.1
	H	9.7	66.1	8.1	8.1	3.2	4.8	2.3	.9
	I	14.7	56.0	9.8	9.2	6.0	4.3	2.3	1.0
	X	22.2	52.2	7.7	7.7	5.4	4.7	2.2	1.1
11	A	16.7	38.1	9.5	23.8	9.5	2.4	2.7	1.3
	B	19.5	36.6	17.1	9.8	.0	17.1	2.2	.9
	C	13.3	60.0	6.7	6.7	.0	13.3	2.1	.7
	D	10.2	49.0	4.1	14.3	10.2	12.2	2.6	1.2
	E	38.8	32.8	9.5	12.9	4.3	1.7	2.1	1.2
	F	15.8	36.8	21.1	21.1	.0	5.3	2.5	1.0
	G	35.5	33.1	9.1	13.2	6.6	2.5	2.2	1.3
	H	16.1	46.8	9.7	14.5	3.2	9.7	2.4	1.1
	I	28.8	37.5	9.2	14.1	5.4	4.9	2.3	1.2
	X	24.2	39.7	10.1	14.1	4.7	7.1	2.3	1.2
12	A	4.8	28.6	7.1	47.6	11.9	.0	3.3	1.2
	B	2.4	22.0	14.6	43.9	12.2	4.9	3.4	1.1
	C	.0	36.7	10.0	33.3	16.7	3.3	3.3	1.2
	D	.0	38.8	10.2	34.7	12.2	4.1	3.2	1.1
	E	1.7	19.8	18.1	42.2	16.4	1.7	3.5	1.0
	F	.0	26.3	5.3	47.4	21.1	.0	3.6	1.1
	G	1.7	24.8	14.9	43.8	14.0	.8	3.4	1.1
	H	.0	27.4	14.5	35.5	17.7	4.8	3.5	1.1
	I	1.1	25.5	14.7	40.8	15.8	2.2	3.5	1.1
	X	1.7	26.6	13.1	41.4	14.8	2.4	3.4	1.1

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 4: Institutional Characteristics (continued)



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

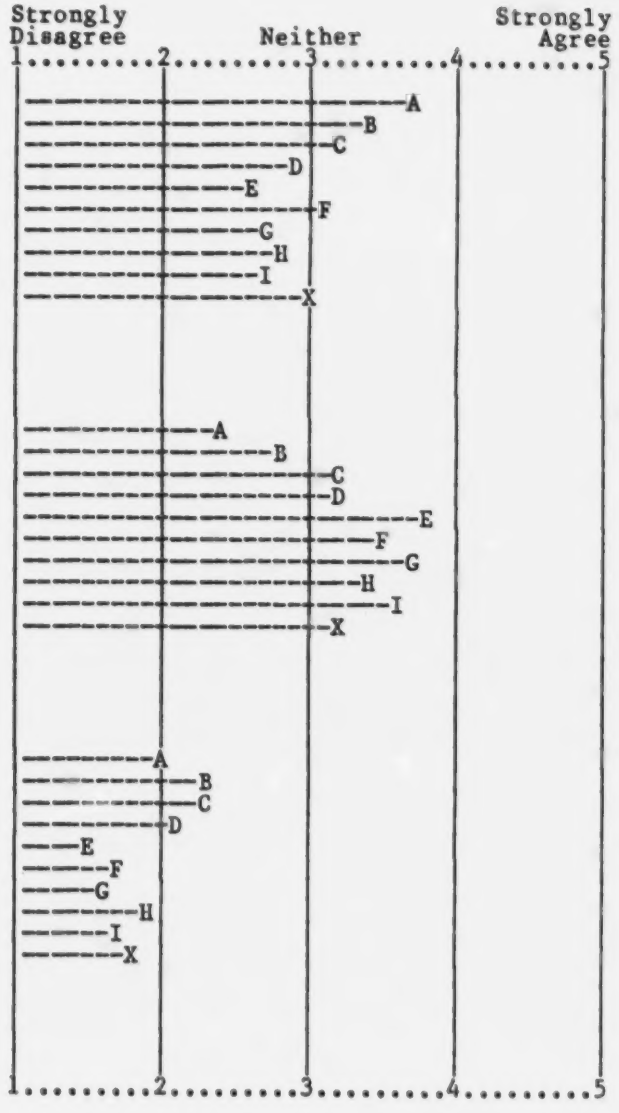
Section 4

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
13	A	11.9	64.3	11.9	4.8	7.1	.0	2.3	1.0
	B	12.2	68.3	7.3	2.4	2.4	7.3	2.1	.7
	C	3.3	56.7	6.7	20.0	.0	13.3	2.5	.9
	D	6.1	69.4	4.1	14.3	6.1	.0	2.4	1.0
	E	6.9	35.3	13.8	31.0	8.6	4.3	3.0	1.2
	F	.0	42.1	10.5	36.8	5.3	5.3	3.1	1.1
	G	4.1	37.2	11.6	35.5	9.1	2.5	3.1	1.1
	H	9.7	59.7	9.7	11.3	4.8	4.8	2.4	1.0
	I	6.0	45.1	10.9	27.2	7.6	3.3	2.8	1.1
	X	7.4	52.2	10.1	19.9	6.1	4.4	2.6	1.1
14	A	19.0	64.3	4.8	7.1	.0	4.8	2.0	.8
	B	14.6	56.1	4.9	4.9	2.4	17.1	2.1	.9
	C	6.7	46.7	3.3	16.7	3.3	23.3	2.5	1.1
	D	10.2	49.0	2.0	12.2	2.0	24.5	2.3	1.0
	E	22.4	47.4	6.9	8.6	4.3	10.3	2.2	1.1
	F	26.3	57.9	.0	.0	.0	15.8	1.7	.5
	G	22.3	45.5	7.4	9.9	4.1	10.7	2.2	1.1
	H	14.5	56.5	.0	6.5	1.6	21.0	2.0	.8
	I	19.6	48.9	4.9	8.7	3.3	14.7	2.1	1.0
	X	17.5	51.9	4.7	8.8	2.7	14.5	2.1	1.0
15	A	2.4	28.6	19.0	35.7	.0	14.3	3.0	.9
	B	.0	31.7	22.0	22.0	4.9	19.5	3.0	1.0
	C	.0	30.0	23.3	26.7	.0	20.0	3.0	.9
	D	.0	30.6	20.4	34.7	4.1	10.2	3.1	1.0
	E	5.2	25.0	22.4	25.0	9.5	12.9	3.1	1.1
	F	5.3	15.8	10.5	36.8	10.5	21.1	3.4	1.2
	G	5.0	26.4	25.6	20.7	9.1	13.2	3.0	1.1
	H	1.6	22.6	11.3	45.2	6.5	12.9	3.4	1.0
	I	3.8	25.5	20.7	28.8	8.2	13.0	3.1	1.1
	X	2.7	27.3	20.9	28.6	5.7	14.8	3.1	1.0
16	A	7.1	26.2	11.9	38.1	14.3	2.4	3.3	1.2
	B	7.3	26.8	22.0	24.4	4.9	14.6	2.9	1.1
	C	6.7	26.7	13.3	33.3	.0	20.0	2.9	1.1
	D	6.1	40.8	22.4	14.3	8.2	8.2	2.8	1.1
	E	48.3	28.4	11.2	7.8	2.6	1.7	1.9	1.1
	F	36.8	36.8	10.5	10.5	.0	5.3	1.9	1.0
	G	45.5	28.9	13.2	7.4	3.3	1.7	1.9	1.1
	H	17.7	38.7	16.1	14.5	4.8	8.1	2.5	1.1
	I	35.9	32.6	14.1	9.8	3.8	3.8	2.1	1.1
	X	24.9	30.3	14.8	18.2	5.1	6.7	2.4	1.2

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 4: Institutional Characteristics (continued)



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 4

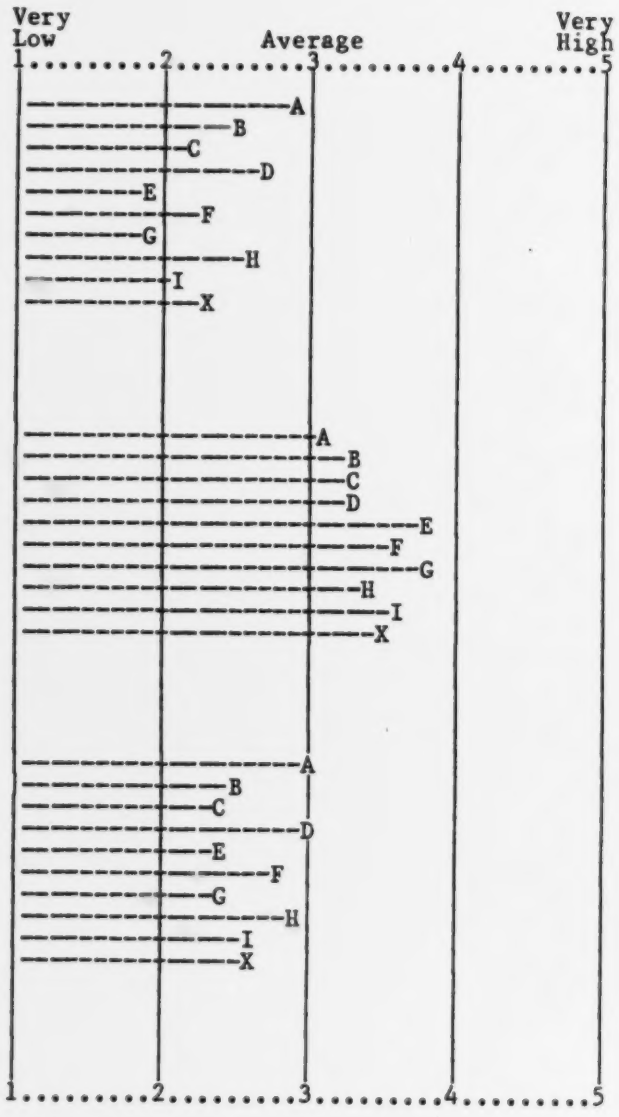
Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
17	A	2.4	14.3	9.5	50.0	19.0	4.8	3.7	1.0
	B	4.9	12.2	4.9	39.0	4.9	34.1	3.4	1.1
	C	3.3	23.3	6.7	43.3	.0	23.3	3.2	1.0
	D	14.3	12.2	8.2	34.7	.0	30.6	2.9	1.2
	E	14.7	25.9	8.6	19.0	4.3	27.6	2.6	1.2
	F	.0	26.3	5.3	31.6	.0	36.8	3.1	1.0
	G	15.7	21.5	9.9	22.3	4.1	26.4	2.7	1.3
	H	8.1	24.2	4.8	27.4	.0	35.5	2.8	1.1
	I	13.0	22.3	8.2	24.5	2.7	29.3	2.7	1.2
	X	9.4	19.9	7.7	32.0	5.1	25.9	3.0	1.2
18	A	19.0	35.7	14.3	19.0	2.4	9.5	2.4	1.1
	B	4.9	34.1	2.4	24.4	2.4	31.7	2.8	1.1
	C	.0	30.0	3.3	16.7	13.3	36.7	3.2	1.3
	D	2.0	20.4	8.2	28.6	4.1	36.7	3.2	1.1
	E	.9	8.6	7.8	23.3	18.1	41.4	3.8	1.1
	F	.0	15.8	5.3	31.6	5.3	42.1	3.5	1.0
	G	.0	12.4	6.6	26.4	14.9	39.7	3.7	1.1
	H	3.2	12.9	9.7	22.6	9.7	41.9	3.4	1.2
	I	1.1	12.5	7.6	25.5	13.0	40.2	3.6	1.1
	X	4.0	20.5	7.4	23.6	10.1	34.3	3.2	1.2
19	A	31.0	52.4	7.1	7.1	2.4	.0	2.0	.9
	B	17.1	48.8	2.4	17.1	2.4	12.2	2.3	1.1
	C	13.3	53.3	13.3	6.7	3.3	10.0	2.3	.9
	D	26.5	44.9	8.2	6.1	4.1	10.2	2.1	1.0
	E	59.5	31.0	4.3	.9	1.7	2.6	1.5	.8
	F	42.1	42.1	10.5	.0	.0	5.3	1.7	.7
	G	57.9	31.4	5.0	1.7	2.5	1.7	1.6	.9
	H	32.3	43.5	8.1	3.2	1.6	11.3	1.9	.9
	I	48.9	35.9	6.0	2.2	2.2	4.9	1.7	.9
	X	38.4	41.8	6.4	5.4	2.4	5.7	1.8	1.0

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 4: Institutional Characteristics (continued)

20. Morale at this institution is



21. Conflict at this institution is

22. Innovative activity at this institution is

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

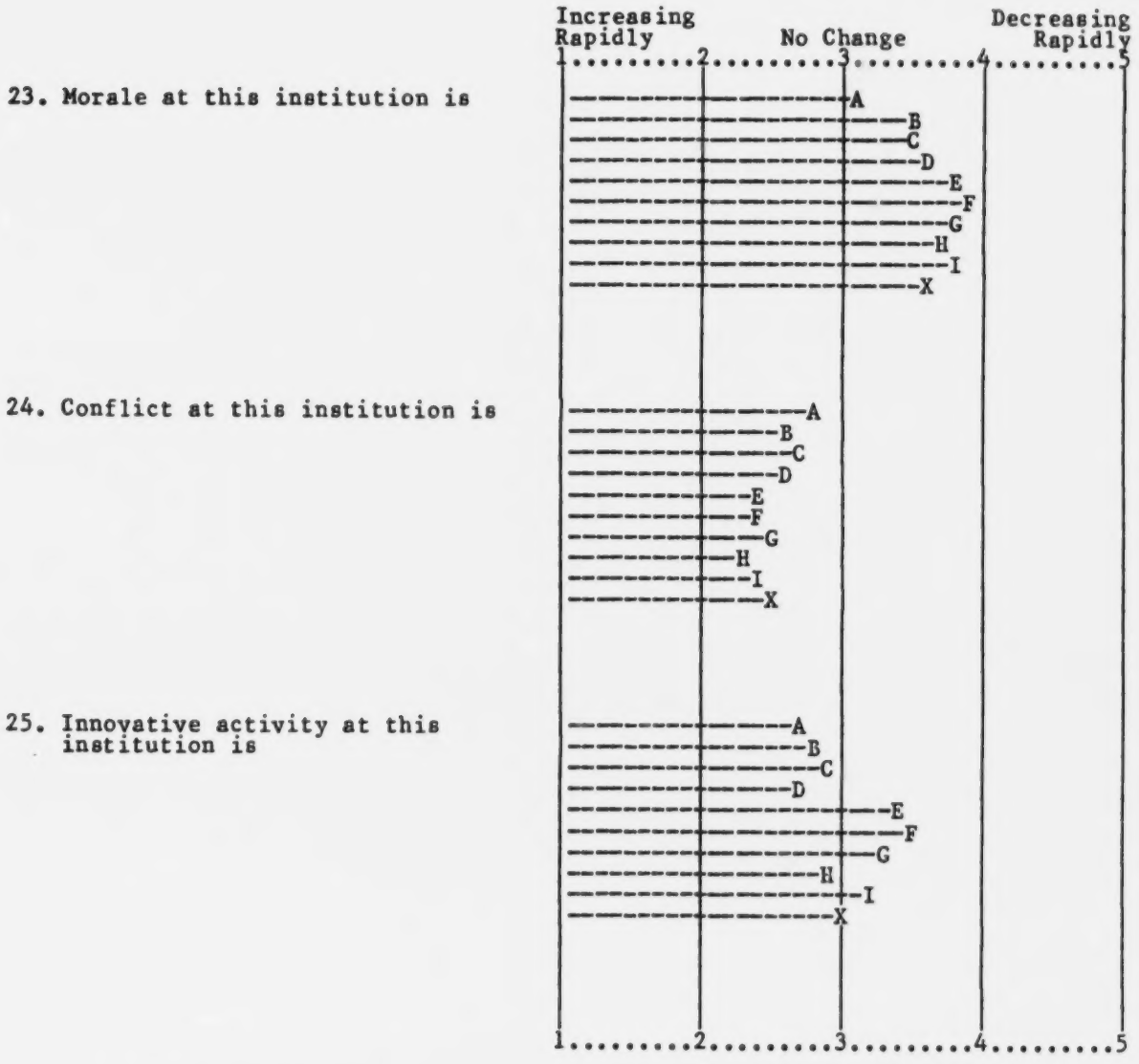
Section 4

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
20	A	2.4	23.8	54.8	16.7	2.4	.0	2.9	.8
	B	14.6	31.7	46.3	7.3	.0	.0	2.5	.8
	C	20.0	33.3	43.3	.0	.0	3.3	2.2	.8
	D	8.2	18.4	59.2	10.2	.0	4.1	2.7	.8
	E	42.2	32.8	19.8	3.4	.9	.9	1.9	.9
	F	10.5	57.9	26.3	5.3	.0	.0	2.3	.7
	G	35.5	35.5	25.6	1.7	.0	1.7	1.9	.8
	H	17.7	24.2	41.9	12.9	1.6	1.6	2.6	1.0
	I	29.9	31.5	31.0	5.4	.5	1.6	2.1	.9
	X	22.9	30.6	37.7	6.7	.7	1.3	2.3	.9
21	A	.0	19.0	50.0	31.0	.0	.0	3.1	.7
	B	.0	9.8	56.1	24.4	9.8	.0	3.3	.8
	C	.0	6.7	56.7	23.3	6.7	6.7	3.3	.7
	D	2.0	6.1	59.2	22.4	6.1	4.1	3.3	.8
	E	1.7	6.0	29.3	31.9	28.4	2.6	3.8	1.0
	F	.0	.0	47.4	42.1	10.5	.0	3.6	.7
	G	.8	6.6	33.1	32.2	24.8	2.5	3.8	.9
	H	3.2	3.2	50.0	27.4	12.9	3.2	3.4	.9
	I	1.6	5.4	39.1	30.4	20.7	2.7	3.6	.9
	X	1.0	8.1	44.8	29.0	14.8	2.4	3.5	.9
22	A	4.8	19.0	42.9	28.6	2.4	2.4	3.0	.9
	B	14.6	34.1	39.0	12.2	.0	.0	2.5	.9
	C	16.7	30.0	36.7	10.0	.0	6.7	2.4	.9
	D	6.1	20.4	44.9	20.4	6.1	2.0	3.0	1.0
	E	15.5	41.4	31.9	8.6	.9	1.7	2.4	.9
	F	10.5	15.8	52.6	15.8	.0	5.3	2.8	.9
	G	14.9	38.8	32.2	10.7	.8	2.5	2.4	.9
	H	8.1	21.0	48.4	16.1	4.8	1.6	2.9	1.0
	I	12.5	33.2	37.5	12.5	2.2	2.2	2.6	.9
	X	12.1	31.0	38.4	14.5	1.7	2.4	2.6	.9

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 4: Institutional Characteristics (continued)



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 4

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
23	A	.0	26.2	38.1	33.3	2.4	.0	3.1	.8
	B	.0	17.1	26.8	41.5	9.8	4.9	3.5	.9
	C	3.3	13.3	26.7	40.0	16.7	.0	3.5	1.0
	D	.0	8.2	28.6	46.9	10.2	6.1	3.6	.8
	E	1.7	12.9	12.1	42.2	27.6	3.4	3.8	1.0
	F	.0	10.5	.0	63.2	15.8	10.5	3.9	.8
	G	1.7	10.7	14.9	42.1	24.8	5.8	3.8	1.0
	H	.0	12.9	16.1	53.2	14.5	3.2	3.7	.9
	I	1.1	11.4	15.2	45.7	21.7	4.9	3.8	1.0
	X	1.0	14.5	21.2	42.8	16.8	3.7	3.6	1.0
24	A	.0	45.2	26.2	26.2	.0	2.4	2.8	.8
	B	7.3	39.0	34.1	12.2	2.4	4.9	2.6	.9
	C	3.3	33.3	26.7	13.3	3.3	20.0	2.7	.9
	D	8.2	32.7	49.0	6.1	.0	4.1	2.6	.7
	E	18.1	35.3	31.0	8.6	1.7	5.2	2.4	1.0
	F	15.8	36.8	26.3	15.8	.0	5.3	2.4	1.0
	G	15.7	33.1	33.1	11.6	1.7	5.0	2.5	1.0
	H	14.5	38.7	38.7	3.2	.0	4.8	2.3	.8
	I	15.2	34.8	35.3	8.7	1.1	4.9	2.4	.9
	X	10.8	36.7	33.0	12.1	1.3	6.1	2.5	.9
25	A	4.8	45.2	33.3	7.1	7.1	2.4	2.7	1.0
	B	2.4	39.0	31.7	12.2	4.9	9.8	2.8	.9
	C	6.7	20.0	46.7	13.3	3.3	10.0	2.9	.9
	D	2.0	36.7	42.9	6.1	4.1	8.2	2.7	.8
	E	.9	17.2	38.8	23.3	14.7	5.2	3.4	1.0
	F	.0	10.5	36.8	36.8	10.5	5.3	3.5	.9
	G	.8	17.4	38.8	23.1	13.2	6.6	3.3	1.0
	H	1.6	30.6	41.9	14.5	6.5	4.8	2.9	.9
	I	1.1	21.7	39.7	20.1	11.4	6.0	3.2	1.0
	X	2.4	27.3	38.4	16.5	9.1	6.4	3.0	1.0

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

SECTION 5: Institutional Culture

This section concerns the kind of culture that exists in your institution. An institution's culture can be categorized as one of four types: a clan culture, a hierarchy culture, a market culture, and an emergent-system culture. Some institutions have a single dominant culture; others have a more heterogeneous culture that cannot be characterized as any one type. This section of the questionnaire assesses both the extent to which a dominant culture exists and the type of culture that pervades the institution.

Each type of culture has certain characteristics, among them leadership style and certain strategic orientations. The four items included in this section assess the extent to which the characteristics of one culture are consistently present within your institution or whether a diverse culture exists. The following provides a brief explanation of the four cultures and their salient characteristics.

CULTURE	CHARACTERISTICS
Clan:	A clan is much like a family; it is highly personal and formal. Loyalty and tradition are bonding forces and morale is usually high. Clans are usually led by father or mother figures or by mentors.
Emergent System:	An emergent system is dynamic and entrepreneurial; it emphasizes innovation and new ideas. This kind of institution is strongly committed to development and progress, and its leader is usually an innovator or entrepreneur.
Hierarchy:	A hierarchy is a formalized, tightly structured institution governed by formal rules and procedures. As archetypal bureaucracies, such institutions emphasize efficient, well-oiled processes. They value stability and permanence. Hierarchies are usually led by organizers and coordinators.
Market:	When a market culture pervades an institution, the school is production-oriented and values the accomplishment of tasks. Goals drive the institution's activities, and there is a sense of competition and achievement among members. The leader of a market-oriented institution is usually a hard-driving producer who places high priority on results.

For each of the four topics included in this section, respondents were asked to divide 100 points among the four types

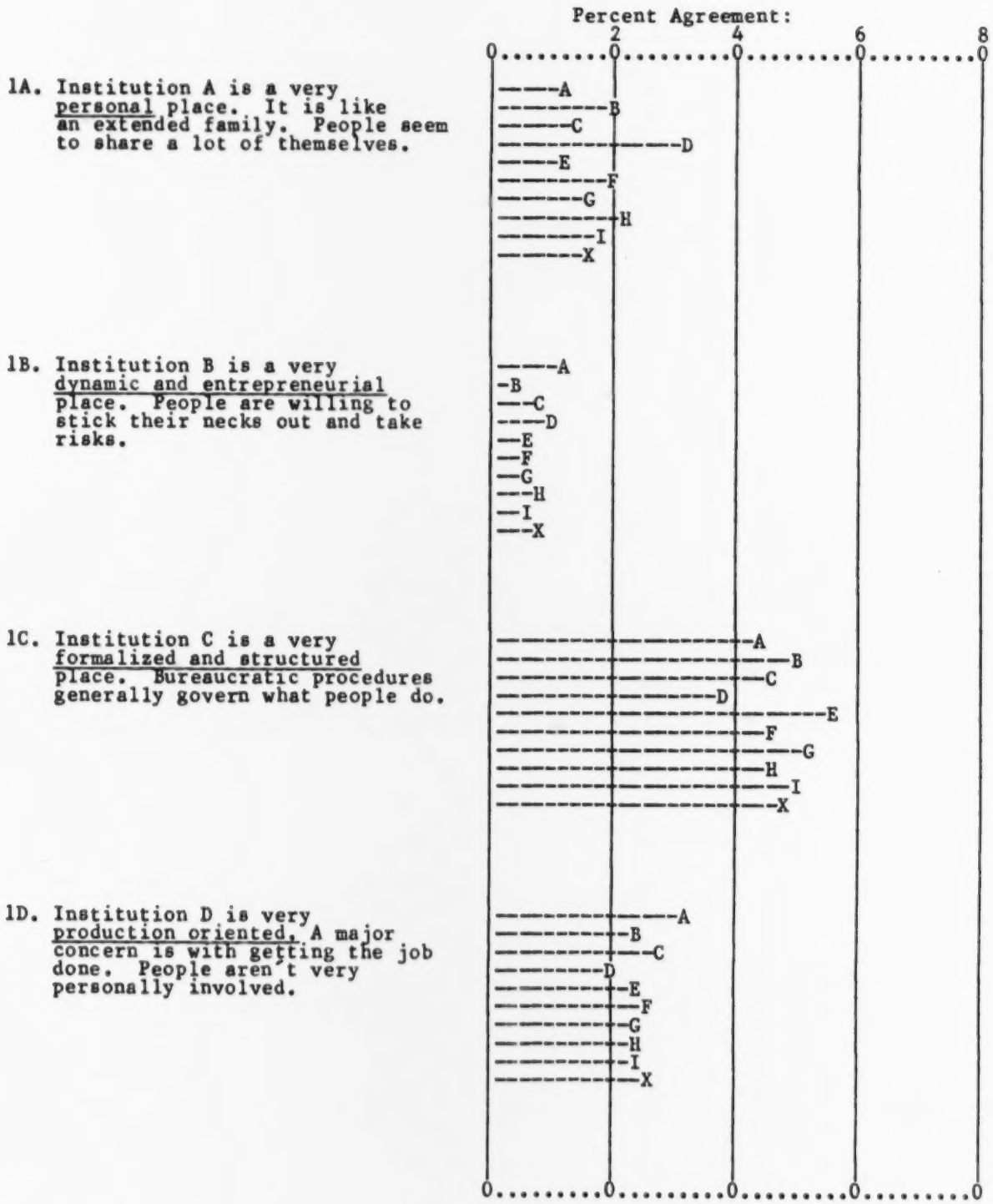
of cultures, indicating how well each type described your institution. The first topic concerns which specific culture, if any, prevails at your institution. The second topic focuses on institutional leadership, the third looks at institutional cohesion, and the fourth describes institutional emphases. Throughout, item A represents the clan type of institution; item B portrays the emergent system; item C represents the hierarchical institution; and item D is indicative of a market-oriented institution. Schools with congruent cultures score consistently high on the same cultural type in each of the four topics. Schools with heterogeneous cultures have no consistent pattern to their scores.

Approximately 50 percent of the four-year institutions we studied have a congruent culture, whereas the remaining 50 percent have a diverse or heterogeneous culture. Our research has shown that approximately 40 percent of all schools have a clan culture, about 5 percent have a hierarchy culture, about 3 percent have an emergent-system culture, and about 1 percent have a market culture.

Preliminary analyses of data for over 300 four-year institutions show that private institutions tend to have a much stronger clan-like culture than institutions in the public sector. However, this relationship appears to be moderated by institutional size. Smaller institutions are much more likely to be perceived as having a clan culture than larger institutions. Correlational analyses show that each cultural type has a different pattern of relationships with a set of selected institutional processes. The table below summarizes these relationships by indicating the direction of the relationship between the cultural types and each of the selected aspects of institution functioning and performance. For example, the first row indicates that clan and emergent cultures have a positive relationship with investor confidence while hierarchy and market cultures are negatively related to investor confidence. That is, the more an institution is like a clan or emergent system, the more likely that investor confidence is high. Conversely, the more an institution is like a hierarchy or market, the more likely investor confidence is low. Examining the table in light of your own institution's scores can provide you with some insight into how your institution's cultural orientation might be related to institutional functioning.

	Cultural Type			
Variables	Clan	Emergent	Hierarchy	Market
Investor Confidence	+	+	-	-
Centralized Decisionmaking	-	-	+	+
Long Term Planning	-	-	+	+
Innovative Activity	-	-	+	+
Morale	+	+	-	-
Administrative Credibility	+	+	-	-
Conflict	-	-	+	+
Student-Faculty Relations	+	-	-	-
Equity of Rewards	+	+	-	-
Trust Among People	+	+	-	-
Feedback	+	+	-	-

Section 5: Type of Institution: Institutional Characteristics



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

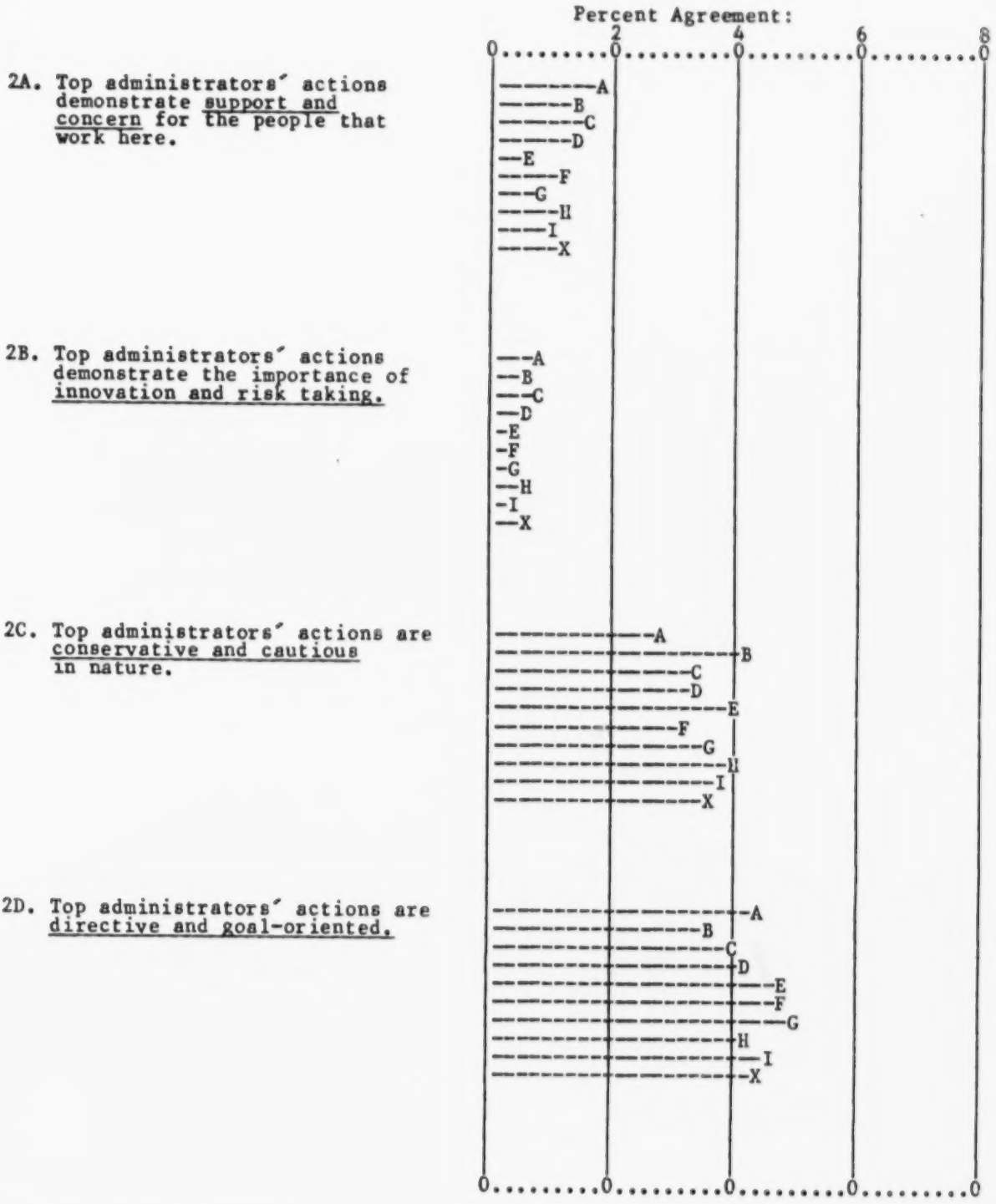
Section 5

Item	Group	Response in percent 0-20	21-40	41-60	61-80	81-100	Don't Know	Mean	Std Dev
1A	A	76.2	9.5	4.8	.0	2.4	7.1	11.7	20.7
	B	63.4	17.1	14.6	.0	2.4	2.4	20.1	22.2
	C	70.0	10.0	13.3	.0	.0	6.7	15.0	19.5
	D	38.8	20.4	22.4	8.2	2.0	8.2	32.2	23.8
	E	76.7	5.2	5.2	2.6	.0	10.3	11.8	17.7
	F	68.4	5.3	10.5	5.3	5.3	5.3	21.1	28.3
	G	69.4	7.4	9.1	4.1	1.7	8.3	16.7	22.9
	H	58.1	12.9	12.9	4.8	.0	11.3	21.8	21.4
	I	65.8	9.2	10.3	4.3	1.1	9.2	18.3	22.5
	X	67.3	10.4	10.4	2.7	1.3	7.7	17.3	22.0
1B	A	73.8	16.7	.0	2.4	.0	7.1	11.9	15.6
	B	87.8	7.3	2.4	.0	.0	2.4	5.2	10.9
	C	80.0	13.3	.0	.0	.0	6.7	8.9	13.1
	D	79.6	10.2	2.0	.0	.0	8.2	10.1	12.0
	E	84.5	4.3	.9	.0	.0	10.3	6.4	10.1
	F	94.7	.0	.0	.0	.0	5.3	5.6	6.8
	G	85.1	5.8	.8	.0	.0	8.3	6.8	10.7
	H	82.3	4.8	1.6	.0	.0	11.3	8.5	10.0
	I	84.2	5.4	1.1	.0	.0	9.2	7.3	10.5
	X	82.8	8.1	1.0	.3	.0	7.7	7.9	11.7
1C	A	9.5	35.7	35.7	9.5	2.4	7.1	44.5	20.1
	B	12.2	22.0	39.0	14.6	9.8	2.4	50.0	25.1
	C	20.0	16.7	33.3	20.0	3.3	6.7	46.6	26.2
	D	28.6	18.4	30.6	12.2	2.0	8.2	37.6	25.4
	E	8.6	16.4	31.9	19.8	12.9	10.3	56.9	23.7
	F	21.1	15.8	42.1	10.5	5.3	5.3	46.7	26.7
	G	13.2	15.7	33.1	19.8	9.9	8.3	52.7	25.3
	H	19.4	19.4	32.3	9.7	8.1	11.3	46.0	26.5
	I	15.2	16.8	32.6	16.8	9.2	9.2	50.6	25.8
	X	14.5	20.2	34.0	15.8	7.7	7.7	49.2	25.0
1D	A	35.7	28.6	26.2	2.4	.0	7.1	31.9	18.8
	B	46.3	26.8	22.0	2.4	.0	2.4	24.6	21.1
	C	33.3	40.0	13.3	6.7	.0	6.7	29.5	21.7
	D	61.2	16.3	12.2	2.0	.0	8.2	20.1	19.0
	E	45.7	27.6	14.7	1.7	.0	10.3	24.9	18.6
	F	42.1	26.3	21.1	5.3	.0	5.3	26.7	22.2
	G	51.2	21.5	16.5	2.5	.0	8.3	23.8	19.9
	H	46.8	29.0	11.3	1.6	.0	11.3	23.8	18.0
	I	49.5	24.5	14.7	2.2	.0	9.2	23.8	19.1
	X	45.5	26.9	17.2	2.7	.0	7.7	25.7	19.8

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 5: Type of Institution: Institutional Leadership Style



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 5

Item	Group	Response in percent 0-20	21-40	41-60	61-80	81-100	Don't Know	Mean	Std Dev
2A	A	66.7	19.0	4.8	4.8	.0	4.8	17.9	20.0
	B	75.6	12.2	9.8	.0	.0	2.4	15.1	16.4
	C	56.7	33.3	3.3	.0	.0	6.7	15.9	16.6
	D	63.3	28.6	.0	.0	.0	8.2	15.4	12.7
	E	85.3	6.0	.0	.9	.0	7.8	6.9	10.8
	F	78.9	.0	10.5	5.3	.0	5.3	13.3	22.4
	G	81.8	9.9	1.7	.8	.0	5.8	8.8	13.2
	H	72.6	14.5	.0	1.6	.0	11.3	12.3	13.8
	I	78.8	11.4	1.1	1.1	.0	7.6	9.9	13.4
	X	74.4	14.8	3.0	1.3	.0	6.4	12.4	15.5
2B	A	85.7	9.5	.0	.0	.0	4.8	8.8	11.2
	B	82.9	14.6	.0	.0	.0	2.4	6.7	9.7
	C	80.0	13.3	.0	.0	.0	6.7	8.2	9.8
	D	81.6	10.2	.0	.0	.0	8.2	7.3	9.5
	E	88.8	2.6	.9	.0	.0	7.8	4.3	7.9
	F	94.7	.0	.0	.0	.0	5.3	5.3	6.3
	G	89.3	5.0	.0	.0	.0	5.8	5.0	7.7
	H	83.9	3.2	1.6	.0	.0	11.3	5.6	9.3
	I	87.5	4.3	.5	.0	.0	7.6	5.2	8.2
	X	85.9	7.4	.3	.0	.0	6.4	6.2	9.1
2C	A	45.2	23.8	16.7	9.5	.0	4.8	29.1	24.3
	B	22.0	29.3	26.8	12.2	7.3	2.4	42.2	27.0
	C	26.7	40.0	13.3	10.0	3.3	6.7	34.6	24.8
	D	30.6	32.7	18.4	8.2	2.0	8.2	34.7	21.7
	E	25.0	28.4	22.4	11.2	5.2	7.8	40.1	25.0
	F	42.1	26.3	15.8	5.3	5.3	5.3	33.1	23.7
	G	29.8	30.6	21.5	9.9	2.5	5.8	36.5	22.7
	H	25.8	27.4	19.4	9.7	6.5	11.3	40.0	26.1
	I	28.3	29.3	20.7	9.8	4.3	7.6	37.9	24.0
	X	29.6	29.6	20.2	10.1	4.0	6.4	36.9	24.7
2D	A	19.0	31.0	28.6	14.3	2.4	4.8	44.2	19.8
	B	22.0	36.6	34.1	2.4	2.4	2.4	35.9	20.8
	C	23.3	23.3	30.0	16.7	.0	6.7	41.2	21.3
	D	14.3	38.8	24.5	8.2	6.1	8.2	42.6	21.5
	E	16.4	22.4	28.4	16.4	8.6	7.8	48.7	25.9
	F	26.3	5.3	36.8	26.3	.0	5.3	48.3	26.4
	G	14.9	23.1	30.6	16.5	9.1	5.8	49.7	24.5
	H	19.4	29.0	24.2	12.9	3.2	11.3	42.1	24.9
	I	16.8	25.0	28.3	15.2	7.1	7.6	47.1	24.9
	X	18.5	27.3	29.3	13.5	5.1	6.4	44.5	23.5

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

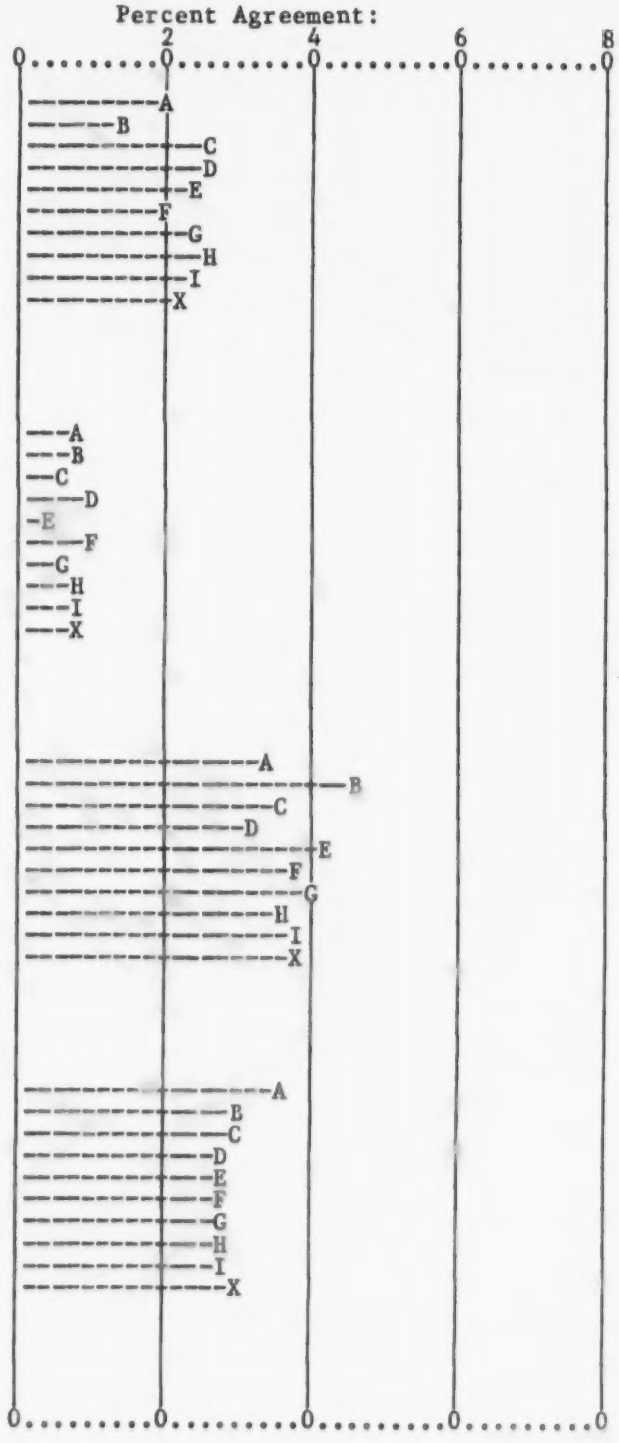
Section 5: Type of Institution: Institutional "Glue"

3A. The glue that holds Institution A together is loyalty and tradition. Commitment to this school runs high.

3B. The glue that holds institution B together is a commitment to innovation and development. There is an emphasis on being first.

3C. The glue that holds institution C together is formal rules and policies. Maintaining a smooth-running institution is important here.

3D. The glue that holds institution D together is the emphasis on tasks and goal accomplishment. A production orientation is commonly shared.



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 5

Item	Group	Response in percent 0-20	21-40	41-60	61-80	81-100	Don't Know	Mean	Std Dev
3A	A	59.5	11.9	16.7	4.8	.0	7.1	21.0	22.8
	B	75.6	12.2	7.3	2.4	.0	2.4	14.9	18.2
	C	53.3	16.7	10.0	6.7	3.3	10.0	25.6	26.7
	D	44.9	28.6	14.3	4.1	2.0	6.1	26.8	22.1
	E	55.2	19.0	4.3	6.9	6.0	8.6	24.2	28.6
	F	63.2	5.3	15.8	5.3	.0	10.5	21.5	25.4
	G	53.7	21.5	8.3	6.6	4.1	5.8	24.1	26.3
	H	51.6	17.7	8.1	4.8	4.8	12.9	26.4	27.3
	I	53.3	20.1	8.2	6.0	4.3	8.2	24.7	26.5
	X	57.2	17.5	9.4	5.4	3.0	7.4	22.8	25.1
3B	A	83.3	9.5	.0	.0	.0	7.1	7.6	10.3
	B	82.9	14.6	.0	.0	.0	2.4	8.3	10.8
	C	80.0	10.0	.0	.0	.0	10.0	7.1	9.5
	D	79.6	10.2	4.1	.0	.0	6.1	11.4	13.2
	E	89.7	1.7	.0	.0	.0	8.6	5.3	7.2
	F	84.2	.0	5.3	.0	.0	10.5	10.6	12.5
	G	87.6	4.1	2.5	.0	.0	5.8	7.3	10.9
	H	83.9	3.2	.0	.0	.0	12.9	8.0	8.2
	I	86.4	3.8	1.6	.0	.0	8.2	7.5	10.1
	X	84.8	6.7	1.0	.0	.0	7.4	7.6	10.1
3C	A	31.0	26.2	31.0	2.4	2.4	7.1	34.5	20.7
	B	9.8	34.1	36.6	12.2	4.9	2.4	45.6	19.7
	C	20.0	43.3	16.7	6.7	3.3	10.0	36.4	23.7
	D	36.7	26.5	20.4	8.2	2.0	6.1	33.4	21.9
	E	26.7	27.6	14.7	12.1	10.3	8.6	41.5	29.8
	F	36.8	26.3	.0	10.5	15.8	10.5	39.1	35.5
	G	31.4	27.3	14.9	9.1	11.6	5.8	39.9	29.7
	H	29.0	27.4	14.5	14.5	1.6	12.9	36.3	25.1
	I	30.4	27.2	14.7	10.9	8.7	8.2	39.0	28.5
	X	26.6	29.6	20.2	9.4	6.7	7.4	39.1	26.0
3D	A	23.8	31.0	28.6	9.5	.0	7.1	36.9	20.0
	B	36.6	31.7	24.4	2.4	2.4	2.4	31.2	21.1
	C	30.0	33.3	20.0	6.7	.0	10.0	30.9	20.0
	D	42.9	32.7	10.2	8.2	.0	6.1	28.4	20.0
	E	42.2	29.3	12.9	5.2	1.7	8.6	28.9	22.4
	F	52.6	15.8	10.5	5.3	5.3	10.5	28.8	27.6
	G	47.1	25.6	13.2	5.8	2.5	5.8	28.7	23.2
	H	35.5	35.5	9.7	6.5	.0	12.9	29.3	20.2
	I	43.5	28.8	12.0	6.0	1.6	8.2	28.8	22.2
	X	38.4	30.0	16.8	6.1	1.3	7.4	30.5	21.6

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

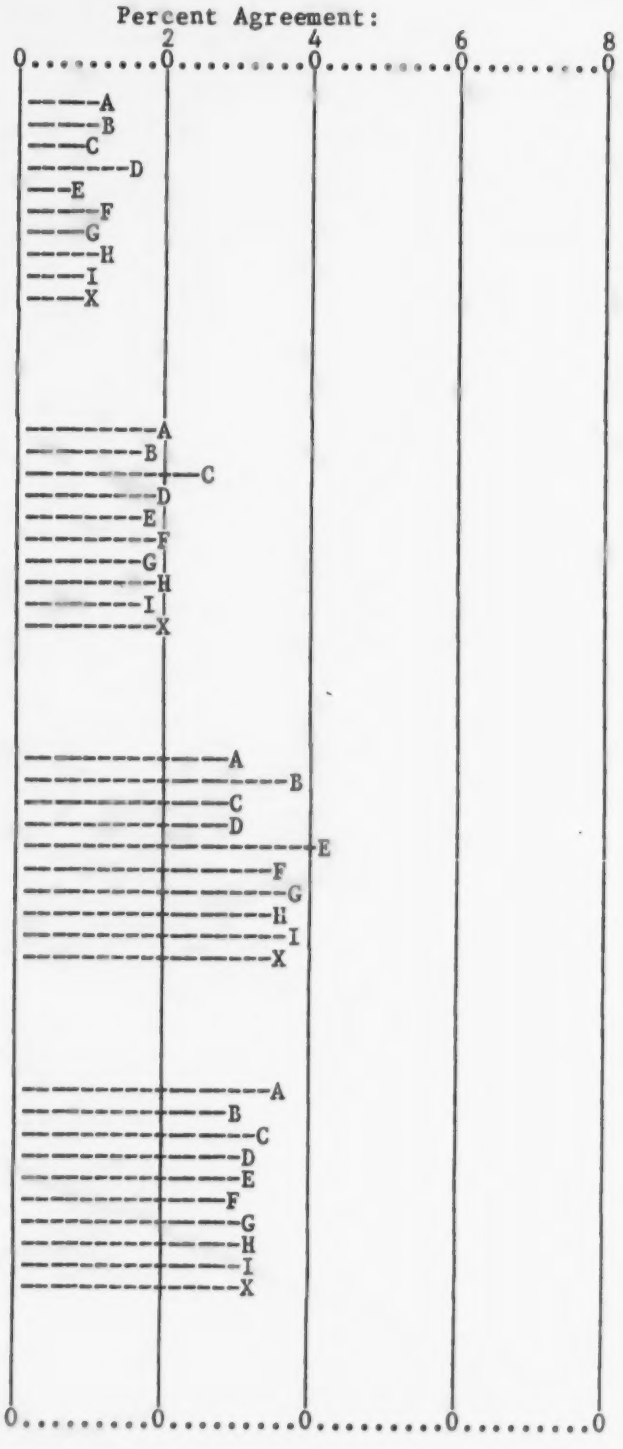
Section 5: Type of Institution: Institutional Emphases

4A. Institution A emphasizes human resources. High cohesion and morale in the institution are important.

4B. Institution B emphasizes growth and acquiring new resources. Readiness to meet new challenges is important.

4C. Institution C emphasizes permanence and stability. Efficient, smooth operations are important.

4D. Institution D emphasizes competitive actions and achievement. Measurable goals are important.



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 5

Item	Group	Response in percent 0-20	21-40	41-60	61-80	81-100	Don't Know	Mean	Std Dev
4A	A	78.6	14.3	2.4	2.4	.0	2.4	13.0	16.4
	B	80.5	17.1	2.4	.0	.0	.0	12.2	12.6
	C	76.7	13.3	.0	.0	.0	10.0	9.8	11.6
	D	65.3	14.3	8.2	.0	.0	12.2	16.9	17.8
	E	76.7	6.9	2.6	.0	.0	13.8	7.8	13.4
	F	78.9	.0	5.3	5.3	.0	10.5	12.6	20.9
	G	74.4	8.3	4.1	.8	.0	12.4	10.5	16.3
	H	72.6	8.1	4.8	.0	.0	14.5	11.5	15.5
	I	73.9	8.2	4.3	.5	.0	13.0	10.8	16.0
	X	75.8	10.8	3.4	.7	.0	9.4	11.2	15.1
4B	A	61.9	28.6	4.8	.0	2.4	2.4	20.0	17.8
	B	61.0	24.4	9.8	4.9	.0	.0	19.4	19.7
	C	53.3	16.7	13.3	6.7	.0	10.0	25.6	21.0
	D	57.1	24.5	4.1	2.0	.0	12.2	20.9	15.6
	E	58.6	17.2	9.5	.0	.9	13.8	18.3	17.9
	F	57.9	15.8	15.8	.0	.0	10.5	20.9	19.9
	G	57.9	18.2	10.7	.0	.8	12.4	19.1	18.8
	H	58.1	21.0	4.8	1.6	.0	14.5	20.1	14.6
	I	58.2	19.0	8.7	.5	.5	13.0	19.3	17.5
	X	58.6	20.9	8.8	1.7	.7	9.4	20.0	18.3
4C	A	40.5	31.0	16.7	7.1	2.4	2.4	30.0	23.5
	B	26.8	36.6	19.5	12.2	4.9	.0	37.6	25.3
	C	36.7	33.3	10.0	10.0	.0	10.0	29.6	22.3
	D	32.7	42.9	6.1	2.0	4.1	12.2	30.2	21.0
	E	27.6	20.7	18.1	12.1	7.8	13.8	41.5	29.0
	F	21.1	42.1	21.1	.0	5.3	10.5	36.5	23.0
	G	26.4	29.8	17.4	8.3	5.8	12.4	38.2	26.4
	H	32.3	27.4	11.3	8.1	6.5	14.5	36.5	27.1
	I	28.3	28.8	15.2	8.2	6.5	13.0	37.9	26.8
	X	30.6	30.6	15.5	8.8	5.1	9.4	35.8	25.8
4D	A	23.8	38.1	23.8	9.5	2.4	2.4	37.0	23.0
	B	29.3	41.5	24.4	4.9	.0	.0	30.9	20.4
	C	30.0	33.3	13.3	10.0	3.3	10.0	35.0	23.9
	D	28.6	40.8	6.1	12.2	.0	12.2	32.0	21.3
	E	40.5	20.7	12.1	6.0	6.9	13.8	32.3	27.8
	F	47.4	15.8	15.8	5.3	5.3	10.5	30.0	28.4
	G	38.8	25.6	10.7	5.0	7.4	12.4	32.3	27.3
	H	35.5	25.8	11.3	12.9	.0	14.5	31.9	23.8
	I	38.0	25.5	10.9	7.6	4.9	13.0	32.0	26.1
	X	34.0	30.3	14.8	7.7	3.7	9.4	32.9	24.6

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

SECTION 6: Institutional Strategy

Questions in this section on institutional strategy deal with the nature and extent of recent changes in your institution. Such changes are generally thought to be necessary when adapting your organization to a changing environment, thereby enabling it to develop. Research has shown that optimal responses to these questions vary for each institution, depending on its history, capabilities, and environment.

QUESTION	EXPLANATION
1.,2.	Diversity. These two questions concern whether your institution is becoming more or less diverse in terms of its program offerings and student body. Both increased and decreased diversity are viable means of dealing with an organization's environment. Diversity spreads the risk of decline. Although one program or client group may shrink, another may expand--leaving the institution as a whole in approximately the same condition. Reduced diversity, or specialization, is appropriate when a clear need exists for a particular kind of program or for services to a specific client group. An institution specializing in that area can tap that market, rendering the school more attractive than one trying to include that market among many others.
4.,7.	Conservatism. A low score on item #4 and a high score on item #7 indicate a conservative orientation toward institutional strategy. Taking certain conservative measures is generally recommended, even if the institution is simultaneously taking more aggressive strategic action. One purpose of these conservative measures is to build political slack or credibility with external constituents and thereby buffer the organization from conflicting demands for change. Another purpose is to ensure that existing competencies of the institution remain strong and competitive.
5.,8.	Moderate Change. High scores on these questions indicate an organization that makes major strategic changes but in a conservative way. Such an institution will study the effects of similar changes on other organizations, or will do more of what the institution already does well.
6.,9.	Innovation. Institutions showing greatest change score highest on these questions. They are the first to try new things, and they establish new domains of activity. Optimal responses to these questions, and to the others in this section, depend heavily on the nature of the institution's mission and on events and trends in its environment.

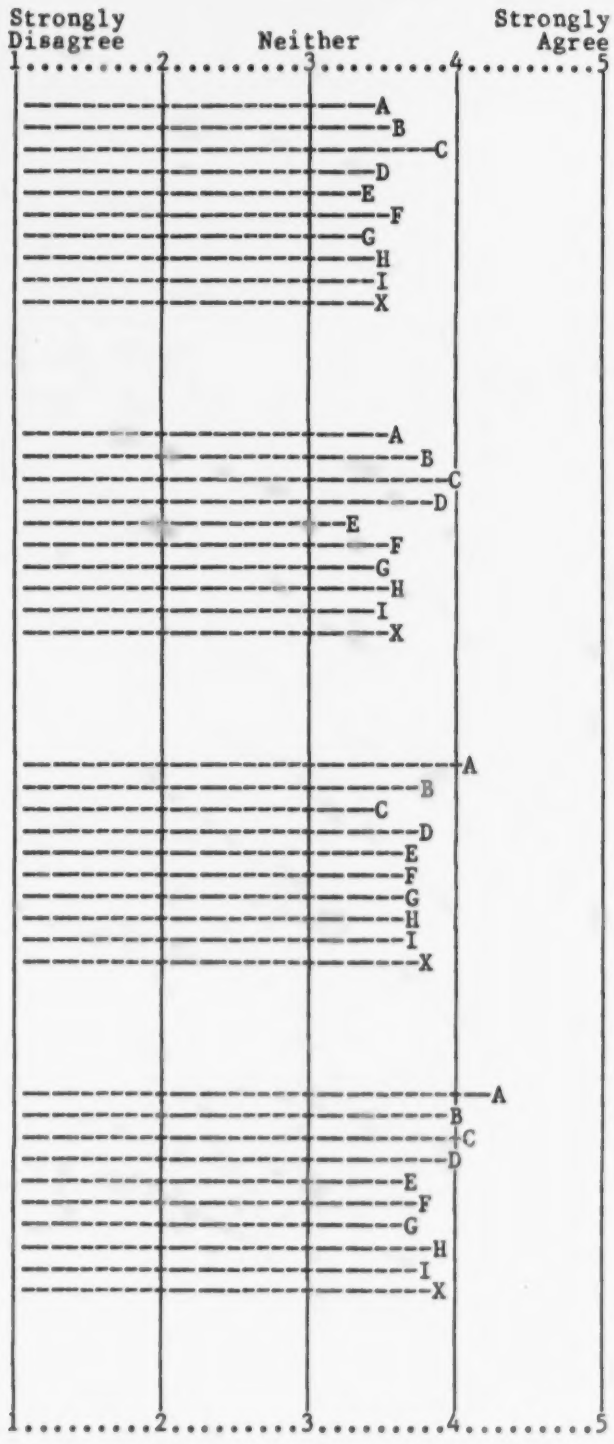
3.,10. 11.,12., 13.,14., 15.,16. Administration. This set of eight questions deals with your institution's administration. Is your college attempting to monitor and respond to its environment? Is it increasing the quality of its administrators? When it comes to financial strategies, is your institution attempting to attract new sources of revenue or to use existing revenue more efficiently? Are decisionmaking processes enhanced by attention to multi-year strategies and by feedback about past and current strategies? Does the administration lead by example? Our research has indicated that this set of questions contains more normative implications that the first four sets. That is, institutions that rate themselves highly on such factors as morale, student development, and ability to acquire resources also tend to rate themselves highly on this set of questions.

Again, it makes sense to examine strong responses in this section by, in effect, writing a paragraph about the school. For example, "Our college is diversifying its programs in highly innovative ways, but continuing to serve its traditional clientele. We are engaging in a good deal of management activities such as revenue attraction, revenue efficiency, and multi-year strategies, but the professionalism of our managers may be deteriorating." You may also want to incorporate responses from other sections to build a more complete picture of the school. The exercise enables you to find:

- Paradoxes--How can we be perceived as conservative and innovative at the same time?
- Potential problems--We're relying heavily on managerial responses, yet the quality of our managers is deteriorating.
- Clear signals--Every question on mission shows that we all understand why we're here.

It appears that situations today are so complex as to require strong, multiple, and diverse strategies. We have found a number of schools that seem to be doing well by, in effect, scoring high on all the dimensions in this section. Properly focused and channeled, each dimension can have value.

Section 6: Institutional Strategy



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

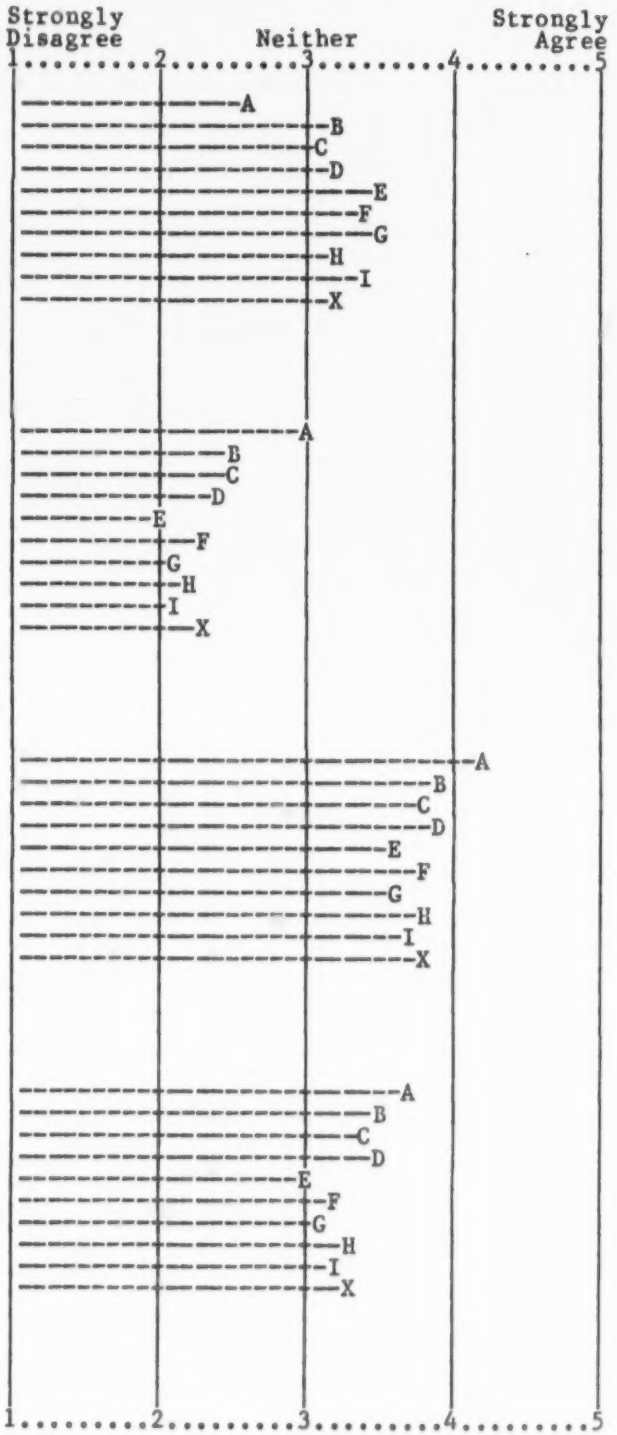
Section 6

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
1	A	2.4	14.3	16.7	52.4	7.1	7.1	3.5	.9
	B	2.4	12.2	9.8	58.5	7.3	9.8	3.6	.9
	C	.0	3.3	13.3	66.7	10.0	6.7	3.9	.6
	D	.0	22.4	16.3	42.9	14.3	4.1	3.5	1.0
	E	.9	22.4	13.8	51.7	5.2	6.0	3.4	.9
	F	5.3	5.3	15.8	68.4	5.3	.0	3.6	.9
	G	1.7	19.0	14.9	55.4	4.1	5.0	3.4	.9
	H	.0	22.6	14.5	43.5	14.5	4.8	3.5	1.0
	I	1.1	20.7	14.7	51.1	7.6	4.9	3.5	1.0
	X	1.3	16.8	14.1	53.9	7.7	6.1	3.5	.9
2	A	.0	16.7	14.3	54.8	9.5	4.8	3.6	.9
	B	2.4	4.9	2.4	63.4	4.9	22.0	3.8	.8
	C	.0	6.7	3.3	63.3	13.3	13.3	4.0	.7
	D	.0	8.2	6.1	65.3	12.2	8.2	3.9	.7
	E	.9	25.0	10.3	50.0	2.6	11.2	3.3	1.0
	F	.0	5.3	26.3	52.6	5.3	10.5	3.6	.7
	G	.8	19.0	10.7	52.9	4.1	12.4	3.5	.9
	H	.0	17.7	11.3	58.1	8.1	4.8	3.6	.9
	I	.5	18.5	10.9	54.3	5.4	10.3	3.5	.9
	X	.7	15.2	9.4	56.6	6.7	11.4	3.6	.9
3	A	.0	9.5	4.8	50.0	33.3	2.4	4.1	.9
	B	.0	9.8	4.9	61.0	7.3	17.1	3.8	.8
	C	.0	20.0	3.3	43.3	6.7	26.7	3.5	1.0
	D	2.0	8.2	12.2	49.0	16.3	12.2	3.8	.9
	E	.9	11.2	11.2	48.3	9.5	19.0	3.7	.9
	F	.0	10.5	5.3	68.4	.0	15.8	3.7	.7
	G	.8	12.4	9.1	49.6	11.6	16.5	3.7	.9
	H	1.6	6.5	14.5	51.6	8.1	17.7	3.7	.8
	I	1.1	10.3	10.9	50.5	10.3	16.8	3.7	.9
	X	.7	11.1	8.4	51.2	12.8	15.8	3.8	.9
4	A	.0	.0	4.8	57.1	35.7	2.4	4.3	.6
	B	2.4	2.4	4.9	73.2	17.1	.0	4.0	.7
	C	.0	3.3	3.3	73.3	16.7	3.3	4.1	.6
	D	.0	6.1	.0	77.6	14.3	2.0	4.0	.6
	E	4.3	9.5	9.5	60.3	12.1	4.3	3.7	1.0
	F	.0	5.3	15.8	63.2	10.5	5.3	3.8	.7
	G	3.3	8.3	10.7	61.2	11.6	5.0	3.7	.9
	H	1.6	8.1	1.6	72.6	14.5	1.6	3.9	.8
	I	2.7	8.2	7.6	65.2	12.5	3.8	3.8	.9
	X	2.0	5.7	6.4	66.0	16.8	3.0	3.9	.8

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 6: Institutional Strategy (continued)



5. This institution tries new activities or policies, but not until others have found them successful.

6. This institution is likely to be the first to try new activities or policies.

7. Our top administrators educate important outsiders about the value of the institution in order to improve its legitimacy in their eyes.

8. This institution tends to do more of what it does well, to expand in areas where we have expertise.

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

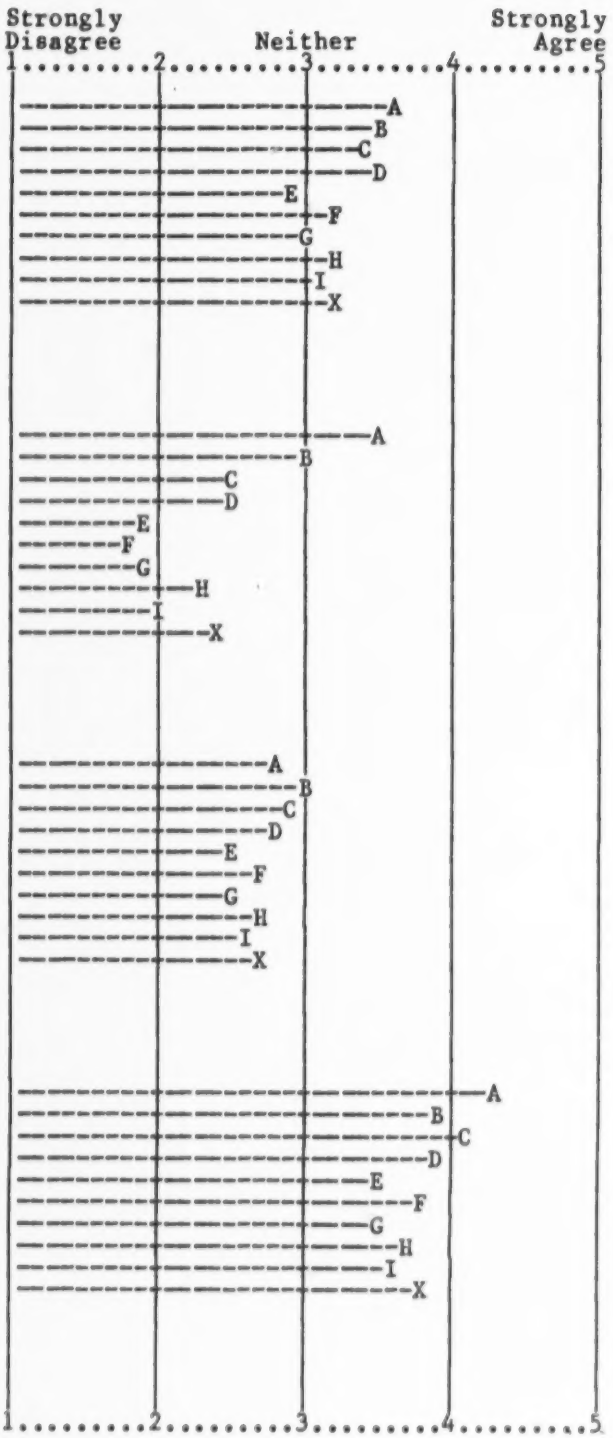
Section 6

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
5	A	4.8	59.5	7.1	19.0	4.8	4.8	2.6	1.0
	B	.0	26.8	14.6	39.0	2.4	17.1	3.2	.9
	C	.0	30.0	6.7	30.0	3.3	30.0	3.1	1.0
	D	2.0	26.5	10.2	36.7	4.1	20.4	3.2	1.0
	E	.9	12.9	24.1	35.3	12.9	13.8	3.5	1.0
	F	.0	26.3	10.5	52.6	5.3	5.3	3.4	1.0
	G	.8	14.0	21.5	36.4	12.4	14.9	3.5	1.0
	H	1.6	25.8	14.5	40.3	4.8	12.9	3.2	1.0
	I	1.1	17.9	19.0	37.5	9.8	14.7	3.4	1.0
	X	1.3	26.3	15.5	34.3	7.4	15.2	3.2	1.0
6	A	4.8	33.3	21.4	35.7	4.8	.0	3.0	1.0
	B	4.9	48.8	17.1	17.1	.0	12.2	2.5	.9
	C	.0	46.7	13.3	13.3	.0	26.7	2.5	.8
	D	14.3	49.0	14.3	14.3	2.0	6.1	2.4	1.0
	E	25.9	48.3	13.8	5.2	.0	6.9	2.0	.8
	F	10.5	63.2	10.5	15.8	.0	.0	2.3	.9
	G	23.1	48.8	12.4	7.4	.8	7.4	2.1	.9
	H	17.7	51.6	16.1	11.3	.0	3.2	2.2	.9
	I	21.2	50.0	13.6	8.7	.5	6.0	2.1	.9
	X	14.5	47.1	15.2	14.1	1.0	8.1	2.3	1.0
7	A	2.4	4.8	4.8	40.5	38.1	9.5	4.2	1.0
	B	2.4	4.9	.0	56.1	7.3	29.3	3.9	.8
	C	.0	10.0	6.7	56.7	6.7	20.0	3.8	.8
	D	4.1	.0	6.1	53.1	10.2	26.5	3.9	.9
	E	4.3	11.2	8.6	41.4	12.1	22.4	3.6	1.1
	F	.0	5.3	.0	63.2	.0	31.6	3.8	.6
	G	4.1	9.1	7.4	47.9	9.1	22.3	3.6	1.0
	H	3.2	4.8	6.5	45.2	11.3	29.0	3.8	1.0
	I	3.8	7.6	7.1	46.7	10.3	24.5	3.7	1.0
	X	3.0	7.1	5.7	48.1	13.5	22.6	3.8	1.0
8	A	.0	9.5	23.8	50.0	14.3	2.4	3.7	.8
	B	2.4	9.8	9.8	39.0	2.4	36.6	3.5	.9
	C	.0	23.3	10.0	46.7	3.3	16.7	3.4	1.0
	D	2.0	14.3	18.4	55.1	4.1	6.1	3.5	.9
	E	9.5	19.0	22.4	31.0	3.4	14.7	3.0	1.1
	F	.0	26.3	26.3	42.1	.0	5.3	3.2	.9
	G	9.1	19.0	20.7	35.5	3.3	12.4	3.1	1.1
	H	1.6	17.7	24.2	45.2	3.2	8.1	3.3	.9
	I	6.5	18.5	21.7	38.6	3.3	11.4	3.2	1.0
	X	4.4	16.5	19.2	41.1	4.7	14.1	3.3	1.0

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 6: Institutional Strategy (continued)


Strongly Disagree
Neither
Strongly Agree
1 2 3 4 5
9. This institution establishes new domains of activity.
A B C D E F G H I X
10. We are increasing the quality of individuals in top administrative positions.
A B C D E F G H I X
11. Top administrators emphasize finding new money, more so than saving money, for a balanced budget.
A B C D E F G H I X
12. The top administrative team has developed multi-year strategies to achieve long-term institutional objectives.
A B C D E F G H I X

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

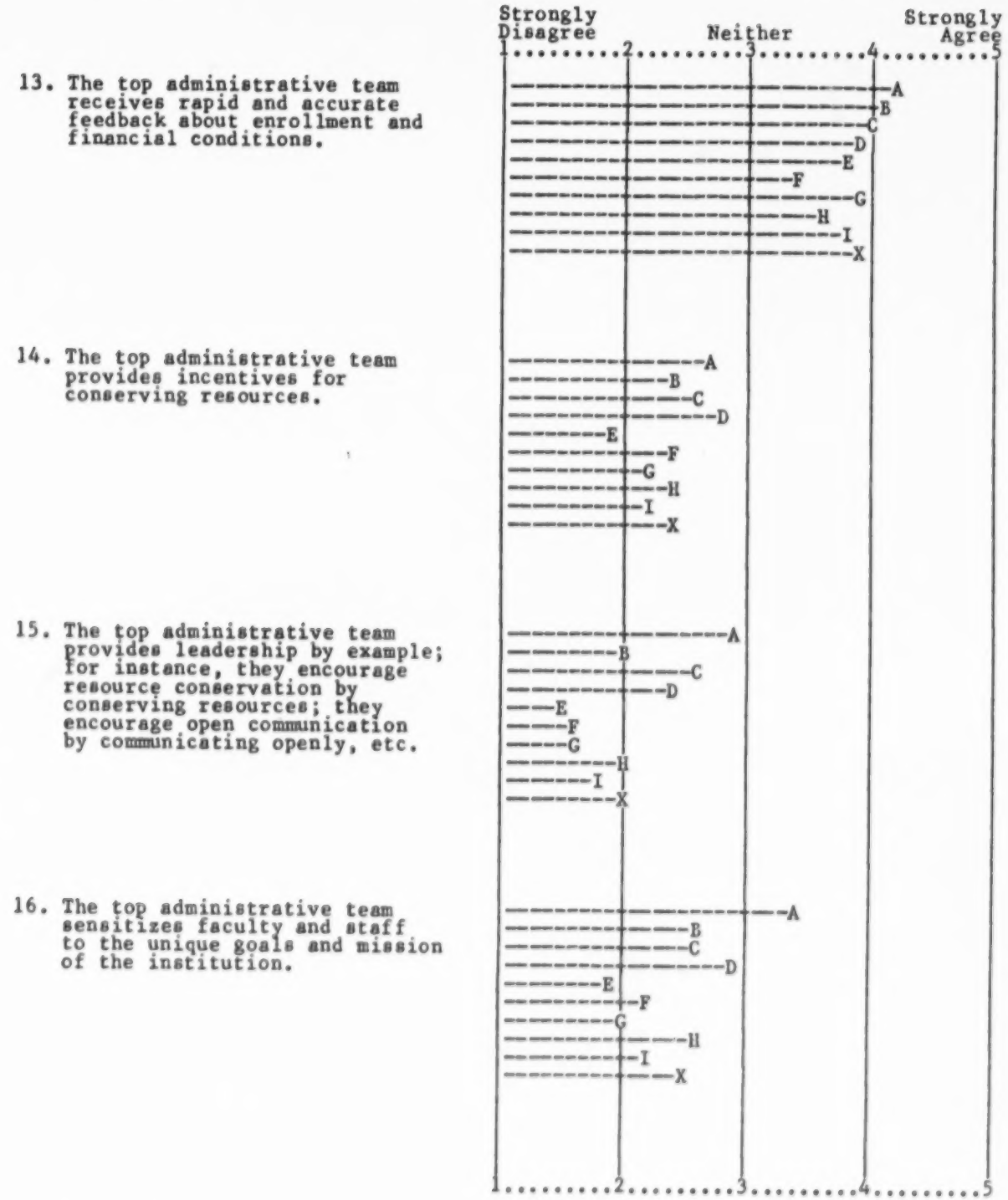
Section 6

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
9	A	.0	14.3	21.4	54.8	7.1	2.4	3.6	.8
	B	2.4	12.2	17.1	58.5	.0	9.8	3.5	.8
	C	.0	20.0	13.3	53.3	.0	13.3	3.4	.9
	D	.0	14.3	24.5	46.9	4.1	10.2	3.5	.8
	E	6.0	28.4	19.8	30.2	1.7	13.8	2.9	1.0
	F	.0	26.3	26.3	42.1	.0	5.3	3.2	.9
	G	5.0	24.8	22.3	31.4	2.5	14.0	3.0	1.0
	H	1.6	22.6	21.0	45.2	1.6	8.1	3.2	.9
	I	3.8	24.5	21.7	35.9	2.2	12.0	3.1	1.0
	X	2.7	20.9	20.2	43.4	2.4	10.4	3.2	.9
10	A	4.8	19.0	11.9	47.6	14.3	2.4	3.5	1.1
	B	2.4	29.3	17.1	19.5	7.3	24.4	3.0	1.1
	C	13.3	23.3	20.0	16.7	.0	26.7	2.5	1.1
	D	14.3	28.6	24.5	10.2	2.0	20.4	2.5	1.0
	E	41.4	26.7	15.5	6.0	1.7	8.6	1.9	1.0
	F	36.8	36.8	21.1	.0	.0	5.3	1.8	.8
	G	39.7	28.1	15.7	5.0	2.5	9.1	1.9	1.0
	H	21.0	29.0	24.2	9.7	.0	16.1	2.3	1.0
	I	33.7	28.3	18.5	6.5	1.6	11.4	2.0	1.0
	X	23.2	26.6	17.5	15.2	4.0	13.5	2.4	1.2
11	A	9.5	35.7	23.8	21.4	7.1	2.4	2.8	1.1
	B	2.4	29.3	9.8	26.8	4.9	26.8	3.0	1.1
	C	3.3	33.3	6.7	26.7	3.3	26.7	2.9	1.1
	D	4.1	28.6	18.4	12.2	6.1	30.6	2.8	1.1
	E	15.5	31.0	19.8	11.2	3.4	19.0	2.5	1.1
	F	5.3	36.8	10.5	15.8	5.3	26.3	2.7	1.1
	G	14.9	26.4	21.5	11.6	4.1	21.5	2.5	1.1
	H	4.8	38.7	12.9	12.9	4.8	25.8	2.7	1.1
	I	11.4	31.0	18.5	12.0	4.3	22.8	2.6	1.1
	X	9.1	31.6	16.8	16.8	4.7	20.9	2.7	1.1
12	A	.0	7.1	2.4	42.9	47.6	.0	4.3	.8
	B	4.9	7.3	.0	53.7	24.4	9.8	3.9	1.1
	C	.0	.0	3.3	66.7	10.0	20.0	4.1	.4
	D	.0	12.2	.0	57.1	14.3	16.3	3.9	.9
	E	8.6	10.3	5.2	50.9	8.6	16.4	3.5	1.2
	F	.0	10.5	.0	84.2	.0	5.3	3.8	.6
	G	8.3	8.3	4.1	53.7	8.3	17.4	3.5	1.1
	H	.0	16.1	1.6	61.3	9.7	11.3	3.7	.9
	I	5.4	10.9	3.3	56.0	9.2	15.2	3.6	1.0
	X	4.0	8.8	2.7	54.9	16.8	12.8	3.8	1.0

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 6: Institutional Strategy (continued)


Strongly Disagree
Neither
Strongly Agree
1
2
3
4
5
13. The top administrative team receives rapid and accurate feedback about enrollment and financial conditions.
14. The top administrative team provides incentives for conserving resources.
15. The top administrative team provides leadership by example; for instance, they encourage resource conservation by conserving resources; they encourage open communication by communicating openly, etc.
16. The top administrative team sensitizes faculty and staff to the unique goals and mission of the institution.
A
B
C
D
E
F
G
H
I
X

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 6

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
13	A	.0	4.8	4.8	50.0	35.7	4.8	4.2	.8
	B	.0	4.9	2.4	46.3	17.1	29.3	4.1	.8
	C	.0	3.3	.0	63.3	10.0	23.3	4.0	.6
	D	6.1	6.1	2.0	53.1	20.4	12.2	3.9	1.1
	E	6.0	1.7	8.6	48.3	13.8	21.6	3.8	1.0
	F	10.5	.0	21.1	47.4	5.3	15.8	3.4	1.1
	G	5.0	.8	8.3	46.3	16.5	23.1	3.9	1.0
	H	9.7	6.5	8.1	54.8	11.3	9.7	3.6	1.1
	I	6.5	2.7	8.2	49.5	14.7	18.5	3.8	1.0
	X	4.0	3.4	6.1	50.5	17.5	18.5	3.9	.9
14	A	9.5	47.6	16.7	19.0	7.1	.0	2.7	1.1
	B	4.9	56.1	9.8	12.2	.0	17.1	2.4	.8
	C	10.0	43.3	6.7	26.7	.0	13.3	2.6	1.1
	D	6.1	34.7	24.5	20.4	4.1	10.2	2.8	1.0
	E	22.4	47.4	10.3	2.6	.9	16.4	1.9	.8
	F	5.3	47.4	10.5	10.5	.0	26.3	2.4	.8
	G	15.7	46.3	14.9	5.8	.8	16.5	2.2	.8
	H	16.1	40.3	12.9	12.9	3.2	14.5	2.4	1.1
	I	16.3	44.0	14.1	8.2	1.6	15.8	2.2	.9
	X	13.1	46.1	13.1	12.1	2.0	13.5	2.4	1.0
15	A	7.1	42.9	11.9	28.6	9.5	.0	2.9	1.2
	B	19.5	46.3	12.2	4.9	.0	17.1	2.0	.8
	C	13.3	46.7	6.7	30.0	.0	3.3	2.6	1.1
	D	18.4	42.9	14.3	10.2	6.1	8.2	2.4	1.1
	E	53.4	34.5	5.2	1.7	.0	5.2	1.5	.7
	F	47.4	31.6	10.5	.0	.0	10.5	1.6	.7
	G	49.6	34.7	8.3	2.5	.8	4.1	1.6	.8
	H	30.6	40.3	8.1	6.5	3.2	11.3	2.0	1.0
	I	43.5	36.4	8.2	3.8	1.6	6.5	1.8	.9
	X	32.0	39.7	9.1	10.1	2.4	6.7	2.0	1.1
16	A	2.4	28.6	14.3	38.1	16.7	.0	3.4	1.1
	B	17.1	31.7	14.6	31.7	.0	4.9	2.6	1.1
	C	3.3	56.7	6.7	23.3	.0	10.0	2.6	.9
	D	16.3	30.6	10.2	36.7	6.1	.0	2.9	1.3
	E	38.8	38.8	11.2	8.6	.9	1.7	1.9	1.0
	F	26.3	42.1	10.5	15.8	.0	5.3	2.2	1.0
	G	37.2	35.5	14.0	10.7	.8	1.7	2.0	1.0
	H	21.0	38.7	4.8	29.0	4.8	1.6	2.6	1.3
	I	31.5	37.0	10.9	16.8	2.2	1.6	2.2	1.1
	X	22.6	37.0	11.4	22.6	3.7	2.7	2.5	1.2

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

SECTION 7: Resource Allocation

Resource allocation in colleges and universities often elicits interest and concern. People want more resources for the projects they believe in. Failing that, they wish to protect their favorite projects from resource reduction. Sometimes they believe that resources are distributed fairly and sensibly; at other times they do not. When the latter is true, morale can decline. Moreover, people tend to perceive the resource-allocation process differently. Their views depend upon such factors as how closely they are able to observe its inner workings or how well allocation decisions match their personal priorities. Therefore, we often find interesting variations among replies to the following questions. When one group of respondents differs from others, you should consider why this may be the case. You may also wish to ask those involved to explain their views more fully than is permitted in a survey.

QUESTION EXPLANATION

1. Collegial Allocation. Question 1 identifies whether the resource allocation decision process is collegial. High scores suggest that resource allocation is a matter for collegial discussion and consensus-building; low scores imply limited participation.

2. Rational Allocation. This question asks whether the resource-allocation process is rational. High scores suggest that respondents believe resources are being well-matched with institutional priorities and that decisions are made in a sensible manner. Low scores imply a random, arbitrary, and unpredictable process.

3. Political Allocation. Question 3 relates to a political decision process, and focuses on the use of power and the imposition of resource allocation decisions based on relative political strength. A high score indicates that resource allocation within the institution is perceived as a matter of political clout.

4. Bureaucratic Allocation. This question examines the extent to which individuals see the resource allocation process as being bureaucratic. Factors such as the perceived rigidity of organizational structure, hierarchy, and centralization of control appear to be reflected in responses to this question. High scores indicate that respondents see the resources being allocated in a bureaucratic manner.

5. Autocratic Allocation. Question 5 identifies whether the resource allocation decision process is autocratic, with the outcome essentially determined by one or a few individuals. High scores suggest that people believe resource-allocation decisions are made entirely by one or a few persons; low scores imply wider participation.

6. Allocation as Organized Anarchy. This question deals with a decision process that has been called organized anarchy. High scores suggest a very unpredictable, irregular decision process. Individuals may have difficulty determining how they could participate or what might result if they tried to participate, that picking numbers out of a hat could approximate the results of the resource-allocation process. As might be expected, few institutions have high scores on this question.

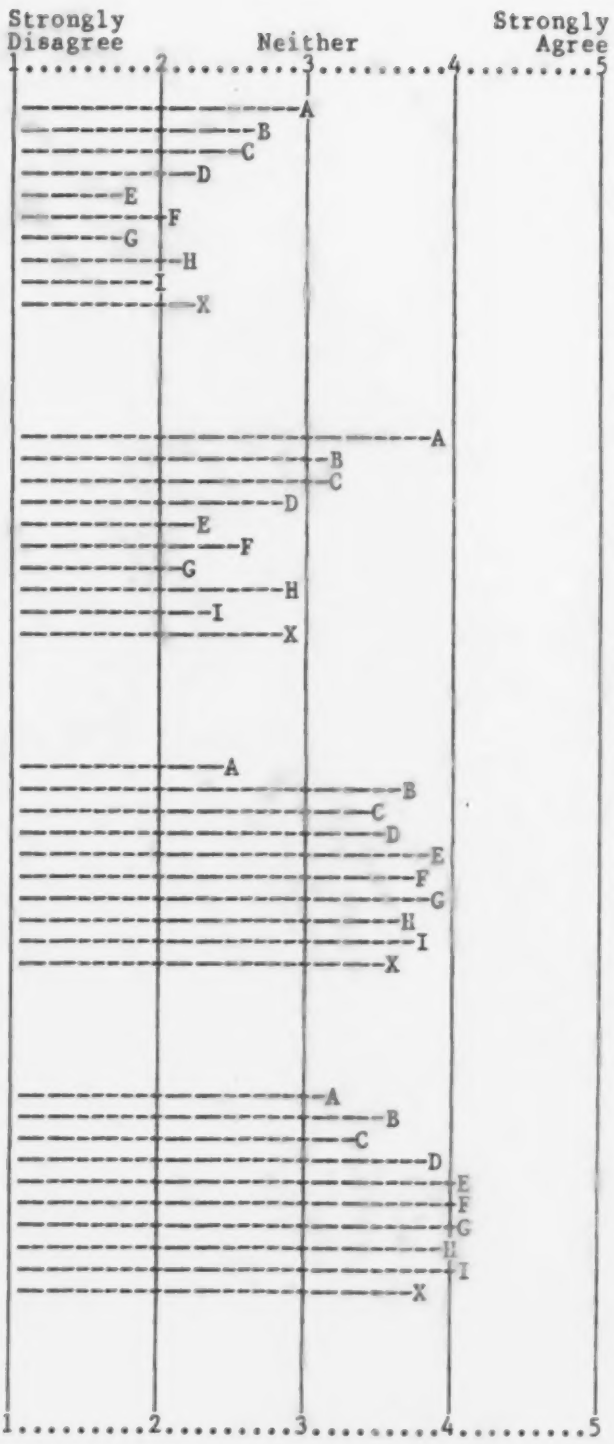
7. Negotiated Allocation. Question 7 refers to a political decision process where resource allocation decisions are made on the basis of negotiation rather than by imposition as is suggested in Question 3. A high score indicates a more conciliatory political style, where each party obtains some portion of what it wants through negotiation and compromise.

8. Consistency of Allocation. This question concerns how consistent resource allocation decisions are. High scores on question 8 indicate that irrespective of how decisions are made (e.g., politically, bureaucratically, etc.), they are always made in the same manner. Low scores indicate unpredictable, irregular decision processes.

You can view the results from this section in three ways. First, examine the responses to each question listed above. Consider how high or low the responses are in that area and what respondents may have meant by their answers. Second, compare the responses with one another to develop a rough rank-ordering of decision types on your campus. You might find, for example, that your resource-allocation process is seen as predominantly rational, with a strong political component and an element of bureaucratization. Third, examine whether answers vary among different categories of respondents. Do faculty members and administrators see the process in similar terms? If not, administrators may be perceiving their intended process instead of the real one. They also may not have adequately communicated the real process to the faculty.

Elements of several processes are used in most institutions. The structure of the process is often bureaucratic, with the same procedures being followed faithfully every year. Political negotiations are almost always present in the process, yet most institutional members may believe that allocations are objectively best for the institution as a whole. The responses to this section can be used as the basis of an analysis of your own allocation process. Which parts of the process fit which models? How are spending proposals generated? What happens when it becomes clear that some budgets must be cut? The resulting analysis can prove helpful in defining why some parts of the process may be working well and others not.

Section 7: Resource Allocation



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

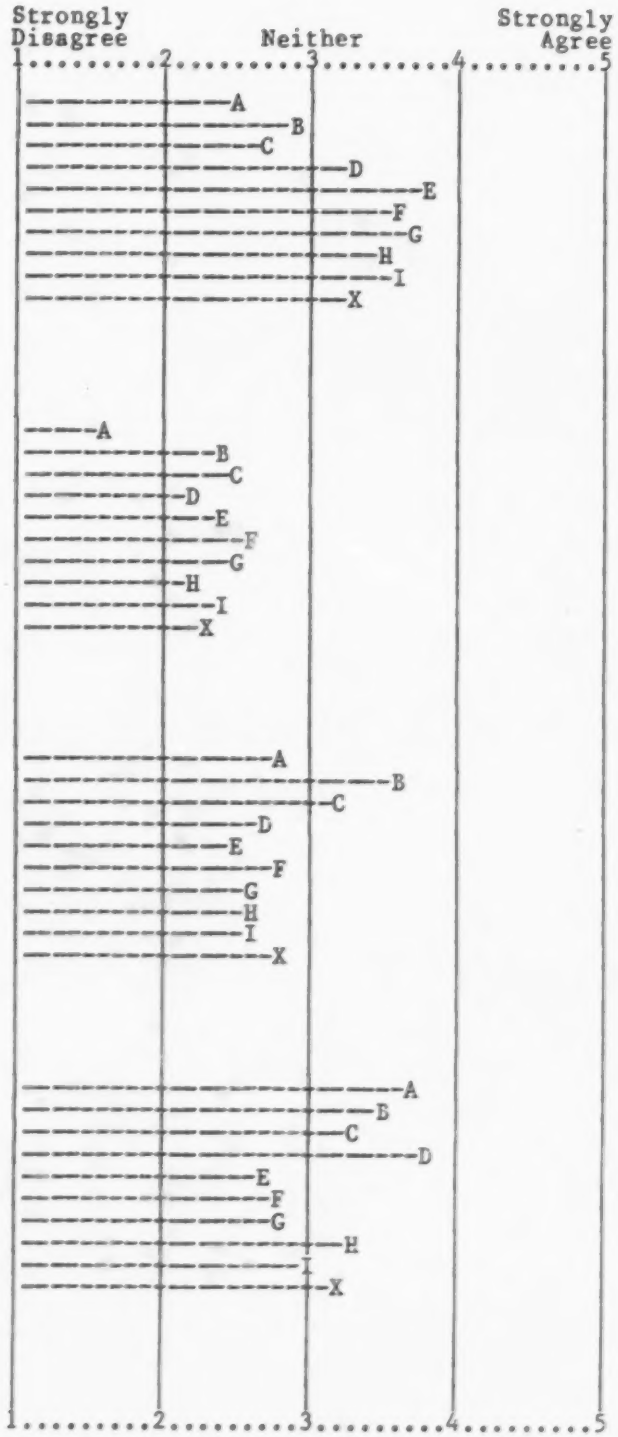
Section 7

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
1	A	4.8	40.5	7.1	42.9	4.8	.0	3.0	1.1
	B	12.2	34.1	12.2	29.3	.0	12.2	2.7	1.1
	C	6.7	43.3	3.3	26.7	.0	20.0	2.6	1.1
	D	14.3	40.8	8.2	16.3	.0	20.4	2.3	1.0
	E	41.4	39.7	4.3	7.8	.9	6.0	1.8	.9
	F	21.1	57.9	5.3	5.3	5.3	5.3	2.1	1.0
	G	41.3	37.2	6.6	6.6	1.7	6.6	1.8	1.0
	H	14.5	50.0	3.2	16.1	.0	16.1	2.2	1.0
	I	32.1	41.8	5.4	9.8	1.1	9.8	2.0	1.0
	X	22.9	40.7	6.4	18.9	1.3	9.8	2.3	1.1
2	A	.0	11.9	2.4	69.0	14.3	2.4	3.9	.8
	B	4.9	24.4	12.2	43.9	2.4	12.2	3.2	1.1
	C	3.3	23.3	10.0	46.7	.0	16.7	3.2	1.0
	D	10.2	16.3	14.3	30.6	.0	28.6	2.9	1.1
	E	20.7	37.9	13.8	14.7	.0	12.9	2.3	1.0
	F	.0	42.1	15.8	15.8	.0	26.3	2.6	.8
	G	20.7	36.4	15.7	13.2	.0	14.0	2.2	1.0
	H	6.5	25.8	11.3	29.0	.0	27.4	2.9	1.1
	I	15.8	32.6	14.1	19.0	.0	18.5	2.4	1.1
	X	10.8	27.6	11.8	32.3	2.4	15.2	2.9	1.1
3	A	4.8	59.5	11.9	19.0	.0	4.8	2.5	.9
	B	.0	22.0	12.2	22.0	31.7	12.2	3.7	1.2
	C	.0	23.3	6.7	43.3	13.3	13.3	3.5	1.1
	D	.0	14.3	18.4	38.8	12.2	16.3	3.6	.9
	E	.9	9.5	8.6	47.4	25.0	8.6	3.9	.9
	F	.0	10.5	5.3	52.6	10.5	21.1	3.8	.9
	G	.8	10.7	9.9	45.5	24.0	9.1	3.9	1.0
	H	.0	11.3	12.9	46.8	11.3	17.7	3.7	.9
	I	.5	10.9	10.9	45.7	20.1	12.0	3.8	.9
	X	1.0	20.5	10.8	38.4	18.2	11.1	3.6	1.1
4	A	7.1	26.2	14.3	42.9	7.1	2.4	3.2	1.1
	B	.0	17.1	7.3	58.5	7.3	9.8	3.6	.9
	C	.0	20.0	10.0	50.0	3.3	16.7	3.4	.9
	D	.0	8.2	8.2	55.1	18.4	10.2	3.9	.8
	E	.9	5.2	8.6	46.6	33.6	5.2	4.1	.9
	F	.0	5.3	5.3	47.4	26.3	15.8	4.1	.8
	G	.8	3.3	9.1	51.2	29.8	5.8	4.1	.8
	H	.0	11.3	6.5	45.2	25.8	11.3	4.0	.9
	I	.5	6.0	8.2	48.9	28.8	7.6	4.1	.8
	X	1.3	11.8	9.1	49.5	20.2	8.1	3.8	1.0

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

Section 7: Resource Allocation (continued)



5. Resource allocation is decided autocratically.

6. Resource allocation is decided by coincidence; it is a matter of organized anarchy.

7. Persuasion, negotiation, and coalition-building are examples of what determines resource allocation.

8. The institution has a standard set of procedures it uses to make resource allocation decisions.

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 7

Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
5	A	16.7	47.6	4.8	23.8	4.8	2.4	2.5	1.2
	B	7.3	26.8	14.6	29.3	2.4	19.5	2.9	1.1
	C	.0	50.0	6.7	20.0	3.3	20.0	2.7	1.0
	D	.0	30.6	14.3	24.5	14.3	16.3	3.3	1.1
	E	.9	15.5	14.7	31.0	28.4	9.5	3.8	1.1
	F	.0	15.8	10.5	47.4	10.5	15.8	3.6	1.0
	G	.8	16.5	15.7	30.6	25.6	10.7	3.7	1.1
	H	.0	24.2	11.3	32.3	17.7	14.5	3.5	1.1
	I	.5	19.6	14.1	31.0	22.8	12.0	3.6	1.1
	X	3.7	27.6	12.1	28.6	15.5	12.5	3.3	1.2
6	A	42.9	47.6	4.8	.0	.0	4.8	1.6	.6
	B	14.6	51.2	9.8	12.2	4.9	7.3	2.4	1.1
	C	10.0	56.7	6.7	13.3	6.7	6.7	2.5	1.1
	D	14.3	51.0	10.2	6.1	2.0	16.3	2.2	.9
	E	16.4	41.4	11.2	12.1	6.0	12.9	2.4	1.2
	F	10.5	36.8	15.8	21.1	.0	15.8	2.6	1.0
	G	14.9	39.7	14.0	11.6	5.8	14.0	2.5	1.1
	H	16.1	50.0	6.5	11.3	1.6	14.5	2.2	1.0
	I	15.2	43.5	11.4	11.4	4.3	14.1	2.4	1.1
	X	18.5	46.5	9.8	10.1	4.0	11.1	2.3	1.1
7	A	11.9	35.7	14.3	35.7	.0	2.4	2.8	1.1
	B	.0	22.0	9.8	41.5	14.6	12.2	3.6	1.1
	C	.0	33.3	13.3	33.3	6.7	13.3	3.2	1.0
	D	8.2	40.8	10.2	24.5	2.0	14.3	2.7	1.1
	E	17.2	26.7	12.1	21.6	1.7	20.7	2.5	1.2
	F	5.3	36.8	5.3	21.1	5.3	26.3	2.8	1.2
	G	16.5	26.4	14.0	21.5	3.3	18.2	2.6	1.2
	H	6.5	41.9	4.8	24.2	.0	22.6	2.6	1.0
	I	13.6	31.5	10.9	22.3	2.2	19.6	2.6	1.1
	X	10.1	31.0	11.4	27.9	4.0	15.5	2.8	1.2
8	A	.0	19.0	9.5	47.6	19.0	4.8	3.7	1.0
	B	.0	19.5	9.8	41.5	7.3	22.0	3.5	1.0
	C	3.3	13.3	20.0	46.7	.0	16.7	3.3	.9
	D	.0	8.2	2.0	49.0	8.2	32.7	3.8	.8
	E	9.5	29.3	12.9	22.4	1.7	24.1	2.7	1.1
	F	5.3	15.8	15.8	15.8	.0	47.4	2.8	1.0
	G	9.1	24.8	9.1	26.4	2.5	28.1	2.8	1.2
	H	1.6	17.7	12.9	32.3	4.8	30.6	3.3	1.0
	I	6.5	22.3	10.3	28.8	3.3	28.8	3.0	1.1
	X	4.4	20.5	11.1	35.0	5.7	23.2	3.2	1.1

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

SECTION 8: Institutional Effectiveness

The items in this section measure nine dimensions of institutional effectiveness. These questions were developed through a series of interviews in which top administrators, faculty department heads, and trustees were asked to identify characteristics associated with highly effective colleges and universities. They answered such questions as what would have to be done to improve the effectiveness of their own institution, what were the characteristics of the most effective college they knew of, and what factors in their own institution most affect its performance. From their responses a large number of criteria emerged regarding effectiveness. In turn, questions were constructed to assess those criteria.

The questions included in this section have been used since 1975 in research on colleges and universities. They have been developed to the point where we have confidence that they measure important dimensions of institutional effectiveness in a valid and reliable way. The questionnaire items have been found to cluster into nine dimensions. These nine dimensions are briefly explained below. Your institution's scores on each of these dimensions, as well as the items on which each of the dimensions is based are reported in following section.

DIMENSION	EXPLANATION
Student Educational Satisfaction	Indicators focus on student satisfaction with their educational experiences at the institution.
Student Academic Development	Indicators focus on the extent to which the institution provides opportunities for student academic development.
Student Career Development	Indicators focus on the extent of vocational and occupational development among students and the opportunities for career training provided by the institution.
Student Personal Development	Indicators focus on the extent of nonacademic, noncareer development--for example, cultural, emotional, and social development--and the opportunities for and emphasis placed on personnel development by the institution.
Faculty and Administrator Employment Satisfaction	Indicators focus on the satisfaction of faculty members and administrators with their employment.

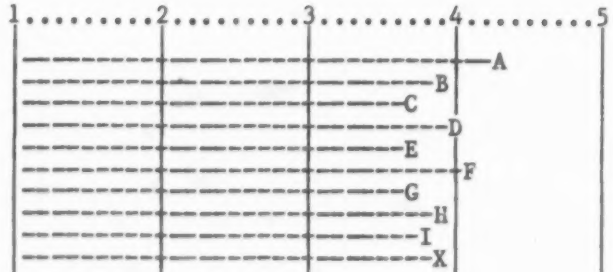
Professional Development and Quality of the Faculty	Indicators focus on the extent of professional attainment and development of the faculty and the emphasis and opportunities for professional development provided by the institution.
System Openness and Community Interaction	Indicators focus on the extent of interaction with, adaptation to, and service for constituencies in the external environment.
Ability to Acquire Resources	Indicators focus on the ability of the institution to acquire resources, such as good students, desired faculty, financial backing, and political support.
Organizational Health	Indicators focus on the vitality and benevolence of internal processes in the institution, such as openness and trust, the ability to solve problems, and the willingness to share information.

Research on a large number of four-year colleges and universities has shown that no institution scores high on all nine dimensions of effectiveness. Trade-offs are made by all institutions. The best way to interpret this information is to compare how you think your school ought to score, given its mission, with how it actually did score. Are the relative strengths and weaknesses indicated by the profile of the nine dimensions consistent with your preferences? Even though your school may be weak on some dimensions, they may be less important to you than those in which the institution does especially well. Therefore, the usefulness of your scores lies in determining whether your institution is highly effective in those areas in which you prefer it to be effective.

Section 8: Institutional Performance

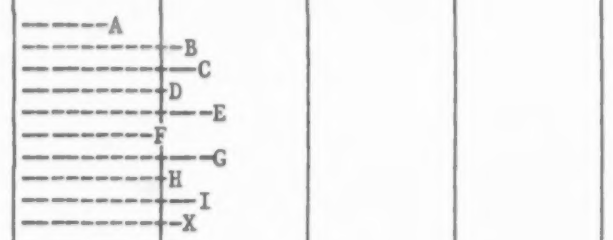
I. Student Educational Satisfaction: The degree to which students are satisfied with their educational experiences at the institution.

1=Low 3=Medium 5=High



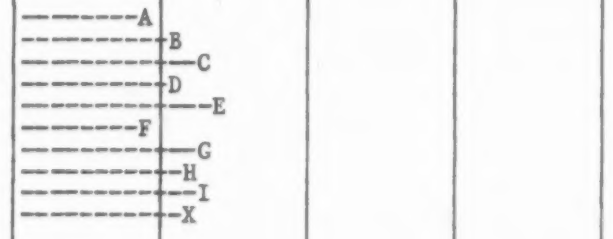
5. There seems to be a feeling that dissatisfaction is high among students at this institution.

1=Strongly disagree
5=Strongly agree



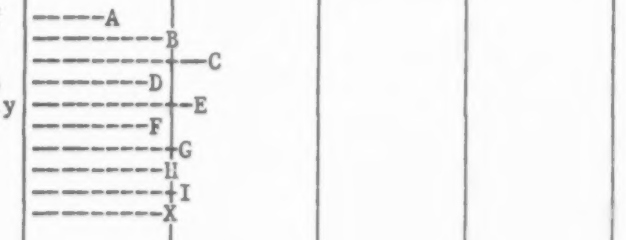
6. Relatively large numbers of students either drop out or do not return because of dissatisfaction with their educational experiences here.

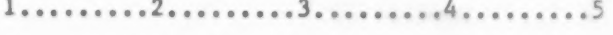
1=Strongly disagree
5=Strongly agree



7. I am aware of a large number of student complaints regarding their educational experience here as reflected in the campus newspaper, meetings with faculty members and administrators, or other public forums.

1=Strongly disagree
5=Strongly agree





Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
I*	A	.0	.0	2.4	69.0	26.2	2.4	4.3	.5
	B	.0	2.4	14.6	65.9	4.9	12.2	3.9	.5
	C	.0	10.0	10.0	76.7	.0	3.3	3.7	.7
	D	2.0	6.1	2.0	65.3	24.5	.0	4.0	.8
	E	3.4	10.3	18.1	51.7	15.5	.9	3.7	.9
	F	.0	5.3	5.3	68.4	21.1	.0	4.1	.7
	G	3.3	9.1	14.9	53.7	18.2	.8	3.7	.9
	H	1.6	8.1	8.1	62.9	19.4	.0	3.9	.8
	I	2.7	8.7	12.5	57.1	18.5	.5	3.8	.9
	X	1.7	6.7	11.1	62.0	15.8	2.7	3.9	.8
5	A	31.0	59.5	.0	.0	.0	9.5	1.7	.5
	B	4.9	63.4	12.2	4.9	.0	14.6	2.2	.6
	C	3.3	70.0	16.7	6.7	.0	3.3	2.3	.6
	D	16.3	65.3	12.2	4.1	2.0	.0	2.1	.8
	E	11.2	56.0	11.2	8.6	7.8	5.2	2.4	1.1
	F	21.1	63.2	10.5	5.3	.0	.0	2.0	.7
	G	13.2	53.7	13.2	7.4	7.4	5.0	2.4	1.1
	H	14.5	69.4	8.1	6.5	1.6	.0	2.1	.8
	I	13.6	59.2	11.4	7.1	5.4	3.3	2.3	1.0
	X	13.8	60.9	10.4	5.7	3.4	5.7	2.2	.9
6	A	26.2	52.4	9.5	4.8	.0	7.1	1.9	.8
	B	7.3	58.5	12.2	.0	.0	22.0	2.1	.5
	C	6.7	63.3	13.3	10.0	.0	6.7	2.3	.8
	D	20.4	59.2	2.0	4.1	6.1	8.2	2.1	1.0
	E	17.2	49.1	10.3	12.9	6.0	4.3	2.4	1.1
	F	21.1	63.2	.0	5.3	.0	10.5	1.9	.7
	G	18.2	50.4	7.4	9.9	6.6	7.4	2.3	1.1
	H	19.4	58.1	6.5	9.7	3.2	3.2	2.2	1.0
	I	18.5	53.3	7.1	9.8	5.4	6.0	2.3	1.1
	X	16.8	54.9	8.8	7.7	3.4	8.4	2.2	1.0
7	A	35.7	59.5	.0	.0	.0	4.8	1.6	.5
	B	14.6	56.1	9.8	2.4	.0	17.1	2.0	.7
	C	.0	70.0	3.3	13.3	.0	13.3	2.3	.7
	D	28.6	59.2	4.1	4.1	2.0	2.0	1.9	.8
	E	22.4	51.7	10.3	10.3	2.6	2.6	2.2	1.0
	F	31.6	57.9	.0	10.5	.0	.0	1.9	.9
	G	24.8	52.9	8.3	9.1	3.3	1.7	2.1	1.0
	H	25.8	56.5	6.5	8.1	.0	3.2	2.0	.8
	I	25.0	54.3	7.6	8.7	2.2	2.2	2.1	.9
	X	22.6	56.9	6.4	7.1	1.3	5.7	2.0	.9

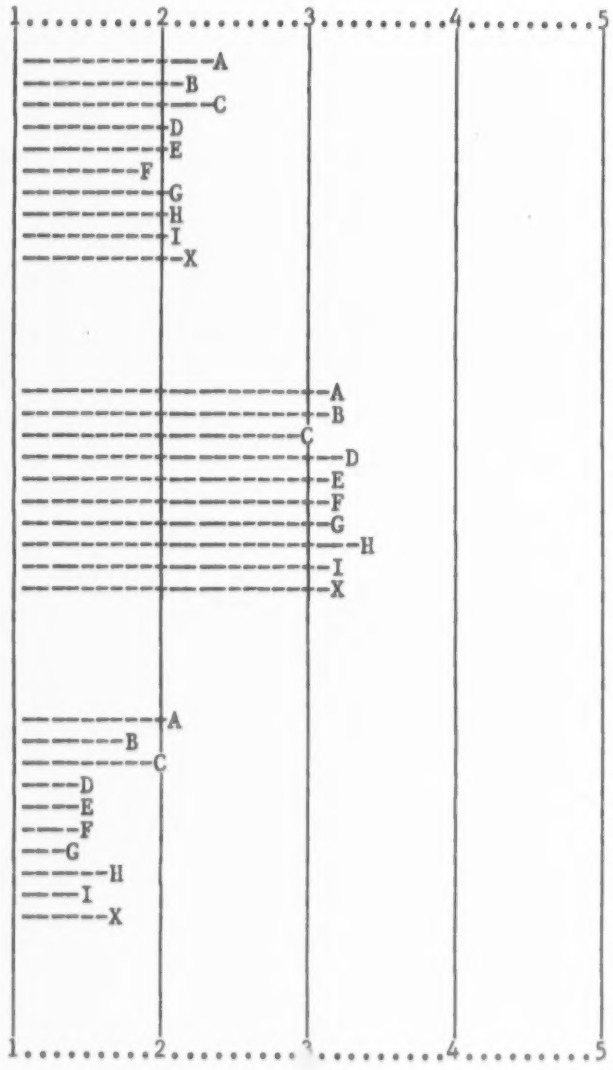
Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

II. Student Academic Development: The degree of academic attainment, growth, and progress of students and the academic opportunities provided by the institution.

1=Low 3=Medium 5=High



12. Estimate the percentage of graduates from this institution who go on to obtain degrees at four-year colleges and universities.

1= 91% to 100% go on
3= 46% to 60% go on
5= 0% to 15% go on

14. How many students would you say engage in extra educational work (e.g. reading, writing, studying) over and above what is specifically assigned in the classroom.

1=A small minority
5=A large majority

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

92

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
II*	A	11.9	50.0	28.6	4.8	.0	4.8	2.4	.7
	B	22.0	43.9	17.1	2.4	.0	14.6	2.2	.7
	C	3.3	63.3	23.3	.0	.0	10.0	2.4	.6
	D	34.7	46.9	14.3	.0	.0	4.1	2.1	.7
	E	32.8	51.7	11.2	1.7	1.7	.9	2.1	.7
	F	31.6	52.6	15.8	.0	.0	.0	1.9	.7
	G	28.9	53.7	14.9	.0	.0	2.5	2.1	.6
	H	40.3	45.2	8.1	3.2	3.2	.0	2.1	.9
	I	33.2	50.5	12.5	1.1	1.1	1.6	2.1	.7
	X	25.6	50.8	16.5	1.7	.7	4.7	2.2	.7
12	A	.0	16.7	35.7	33.3	.0	14.3	3.2	.7
	B	.0	14.6	29.3	22.0	2.4	31.7	3.2	.8
	C	.0	16.7	33.3	16.7	.0	33.3	3.0	.7
	D	.0	10.2	42.9	34.7	.0	12.2	3.3	.7
	E	.0	20.7	29.3	37.9	1.7	10.3	3.2	.8
	F	.0	5.3	42.1	21.1	.0	31.6	3.2	.6
	G	.0	19.8	37.2	33.1	.8	9.1	3.2	.8
	H	.0	9.7	29.0	40.3	1.6	19.4	3.4	.7
	I	.0	16.3	34.2	35.3	1.1	13.0	3.2	.8
	X	.0	16.2	33.7	31.3	1.0	17.8	3.2	.8
14	A	28.6	31.0	14.3	7.1	2.4	16.7	2.1	1.1
	B	39.0	29.3	9.8	4.9	.0	17.1	1.8	.9
	C	20.0	46.7	16.7	3.3	.0	13.3	2.0	.8
	D	57.1	24.5	10.2	2.0	.0	6.1	1.5	.8
	E	61.2	29.3	3.4	.9	2.6	2.6	1.5	.8
	F	73.7	10.5	10.5	5.3	.0	.0	1.5	.9
	G	61.2	28.1	5.0	.8	.0	5.0	1.4	.6
	H	61.3	22.6	8.1	3.2	4.8	.0	1.7	1.1
	I	61.4	26.1	6.0	1.6	1.6	3.3	1.5	.8
	X	49.5	29.3	8.8	3.0	1.3	8.1	1.7	.9

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

III. Student Career Development: The degree of occupational development of students and the emphasis and opportunities for career development provided by the institution.

1=Low 3=Medium 5=High

13. Estimate the percentage of students completing vocational programs that actually enter the labor market in their field of specialization.

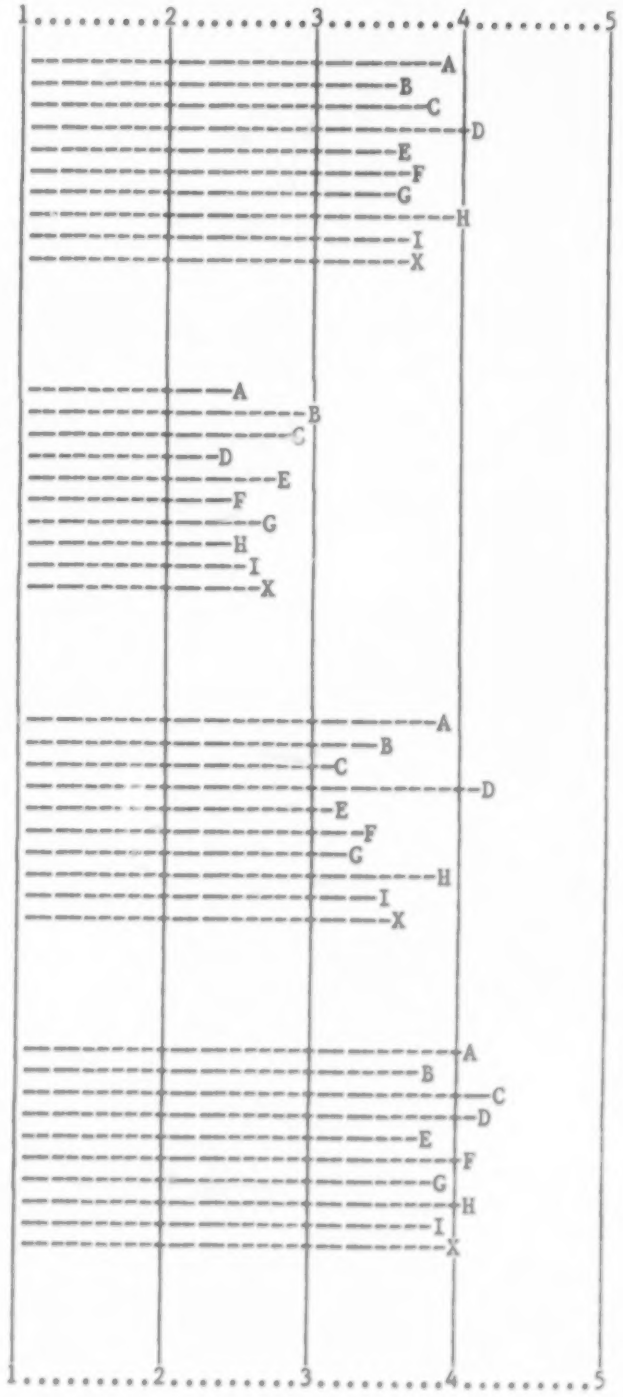
1=From 91% to 100%
3=From 46% to 60%
5=From 0% to 15%

15. What proportion of the students who completed academic or vocational programs last year entered the labor force and obtained employment in their field of study.

1=A small minority
5=A large majority

16. How many students would you say attend this institution to fulfill definite career or occupational goals, as opposed to attending for social, self-enrichment, or other reasons.

1=A small minority
5=A large majority



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
III*	A	.0	9.5	21.4	54.8	11.9	2.4	3.9	.8
	B	7.3	12.2	22.0	31.7	19.5	7.3	3.6	1.1
	C	.0	3.3	26.7	46.7	20.0	3.3	3.8	.8
	D	.0	2.0	20.4	42.9	30.6	4.1	4.1	.7
	E	2.6	9.5	36.2	36.2	13.8	1.7	3.6	.9
	F	.0	5.3	36.8	42.1	10.5	5.3	3.7	.8
	G	2.5	9.1	32.2	38.8	13.2	4.1	3.6	.9
	H	.0	3.2	32.3	38.7	25.8	.0	4.0	.8
	I	1.6	7.1	32.1	38.6	17.9	2.7	3.7	.9
	X	2.0	7.7	28.6	40.7	17.5	3.4	3.7	.9
13	A	4.8	52.4	14.3	16.7	.0	11.9	2.5	.9
	B	.0	19.5	24.4	12.2	2.4	41.5	3.0	.9
	C	3.3	26.7	16.7	20.0	3.3	30.0	2.9	1.0
	D	14.3	34.7	20.4	12.2	.0	18.4	2.4	1.0
	E	.9	28.4	32.8	10.3	1.7	25.9	2.8	.8
	F	.0	42.1	21.1	5.3	.0	31.6	2.5	.7
	G	1.7	32.2	28.1	10.7	1.7	25.6	2.7	.8
	H	9.7	30.6	29.0	9.7	.0	21.0	2.5	.9
	I	4.3	31.5	28.3	10.3	1.1	24.5	2.6	.8
	X	3.7	32.3	24.6	12.5	1.3	25.6	2.7	.9
15	A	.0	9.5	11.9	33.3	26.2	19.0	3.9	1.0
	B	2.4	12.2	12.2	9.8	17.1	46.3	3.5	1.3
	C	3.3	16.7	13.3	23.3	6.7	36.7	3.2	1.1
	D	.0	8.2	4.1	26.5	36.7	24.5	4.2	1.0
	E	3.4	16.4	15.5	18.1	10.3	36.2	3.2	1.2
	F	.0	26.3	15.8	26.3	15.8	15.8	3.4	1.1
	G	3.3	16.5	14.0	19.0	11.6	35.5	3.3	1.2
	H	.0	12.9	9.7	25.8	30.6	21.0	3.9	1.1
	I	2.2	15.2	12.5	21.2	17.9	31.0	3.5	1.2
	X	2.0	14.1	12.5	21.5	17.8	32.0	3.6	1.2
16	A	2.4	7.1	14.3	28.6	45.2	2.4	4.1	1.1
	B	9.8	4.9	14.6	22.0	39.0	9.8	3.8	1.3
	C	.0	3.3	6.7	43.3	43.3	3.3	4.3	.8
	D	.0	14.3	8.2	20.4	53.1	4.1	4.2	1.1
	E	1.7	13.8	22.4	22.4	37.1	2.6	3.8	1.1
	F	.0	10.5	21.1	15.8	47.4	5.3	4.1	1.1
	G	1.7	15.7	17.4	20.7	39.7	5.0	3.9	1.2
	H	.0	9.7	21.0	22.6	46.8	.0	4.1	1.0
	I	1.1	13.6	18.5	21.2	42.4	3.3	3.9	1.1
	X	2.4	10.4	16.2	24.6	42.4	4.0	4.0	1.1

Key and number of respondents in parentheses:

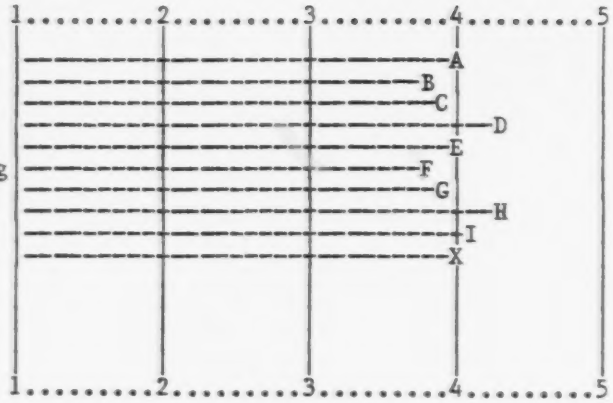
A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

Section 8: Institutional Performance (continued)

17. Of those students who obtained employment after completing their course of study, for how many of them was career training received at this institution important in helping them obtain their jobs.

1=A small minority
5=A large majority



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
17	A	2.4	9.5	7.1	21.4	35.7	23.8	4.0	1.2
	B	7.3	2.4	12.2	24.4	22.0	31.7	3.8	1.3
	C	6.7	6.7	6.7	20.0	33.3	26.7	3.9	1.3
	D	.0	4.1	8.2	26.5	42.9	18.4	4.3	.9
	E	.0	8.6	12.9	20.7	29.3	28.4	4.0	1.0
	F	5.3	.0	15.8	31.6	15.8	31.6	3.8	1.1
	G	.8	8.3	11.6	25.6	25.6	28.1	3.9	1.0
	H	.0	3.2	12.9	19.4	43.5	21.0	4.3	.9
	I	.5	6.5	12.0	23.4	31.5	26.1	4.1	1.0
	X	2.4	6.4	10.8	22.9	31.0	26.6	4.0	1.1

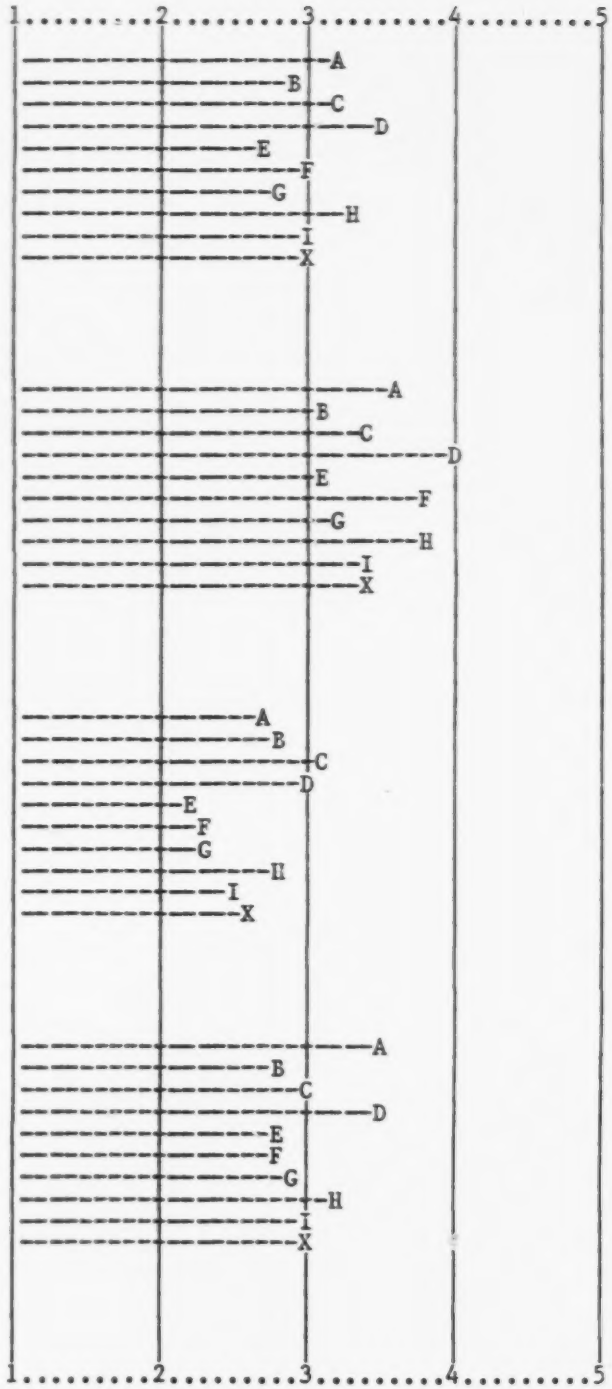
Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

IV. Student Personal Development: The degree of nonacademic, noncareer development (e.g., culturally, socially) and the emphasis and opportunities for personal development provided by the institution.

1=Low 3=Medium 5=High



1. One of the outstanding features of this institution is the opportunity it provides students for personal development in addition to academic development or the achievement of job skills.

1=Strongly disagree
5=Strongly agree

8. There is a very high emphasis on activities outside the classroom designed specifically to enhance students' personal development.

1=Strongly disagree
5=Strongly agree

10. Students develop and mature socially, emotionally, and culturally to a very large degree directly as a result of their experiences at this institution.

1=Strongly disagree
5=Strongly agree

Key:
A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
IV*	A	.0	19.0	42.9	28.6	7.1	2.4	3.2	.8
	B	.0	31.7	39.0	19.5	.0	9.8	2.9	.8
	C	.0	23.3	40.0	33.3	3.3	.0	3.2	.8
	D	.0	8.2	42.9	44.9	4.1	.0	3.5	.7
	E	8.6	34.5	36.2	17.2	.9	2.6	2.7	.8
	F	5.3	15.8	47.4	31.6	.0	.0	3.0	.8
	G	8.3	31.4	33.9	23.1	1.7	1.7	2.8	.9
	H	1.6	14.5	48.4	32.3	1.6	1.6	3.3	.8
	I	6.0	25.5	39.1	26.1	1.6	1.6	3.0	.9
	X	3.7	25.3	39.7	26.3	2.4	2.7	3.0	.8
1	A	.0	19.0	11.9	50.0	11.9	7.1	3.6	1.0
	B	4.9	24.4	12.2	34.1	4.9	19.5	3.1	1.1
	C	.0	30.0	3.3	50.0	6.7	10.0	3.4	1.0
	D	.0	6.1	6.1	69.4	18.4	.0	4.0	.7
	E	10.3	28.4	16.4	28.4	12.9	3.4	3.1	1.3
	F	5.3	10.5	.0	68.4	15.8	.0	3.8	1.0
	G	8.3	28.1	13.2	33.1	14.9	2.5	3.2	1.2
	H	4.8	6.5	9.7	62.9	14.5	1.6	3.8	1.0
	I	7.1	20.7	12.0	43.5	14.7	2.2	3.4	1.2
	X	5.1	21.9	11.1	43.8	12.1	6.1	3.4	1.1
8	A	2.4	42.9	28.6	11.9	4.8	9.5	2.7	.9
	B	2.4	36.6	22.0	19.5	2.4	17.1	2.8	.9
	C	.0	36.7	16.7	36.7	6.7	3.3	3.1	1.0
	D	6.1	32.7	14.3	38.8	4.1	4.1	3.0	1.1
	E	20.7	44.8	18.1	12.1	.9	3.4	2.2	1.0
	F	15.8	47.4	15.8	15.8	.0	5.3	2.3	1.0
	G	20.7	43.0	19.8	10.7	1.7	4.1	2.3	1.0
	H	8.1	38.7	11.3	37.1	1.6	3.2	2.8	1.1
	I	16.3	41.8	16.8	19.6	1.6	3.8	2.5	1.0
	X	10.8	40.7	19.2	20.2	2.7	6.4	2.6	1.0
10	A	.0	16.7	23.8	40.5	9.5	9.5	3.5	.9
	B	2.4	31.7	24.4	19.5	.0	22.0	2.8	.9
	C	.0	36.7	16.7	33.3	3.3	10.0	3.0	1.0
	D	.0	20.4	20.4	42.9	10.2	6.1	3.5	1.0
	E	9.5	31.9	20.7	24.1	4.3	9.5	2.8	1.1
	F	.0	47.4	15.8	26.3	.0	10.5	2.8	.9
	G	9.1	29.8	19.0	27.3	5.0	9.9	2.9	1.1
	H	.0	30.6	22.6	33.9	6.5	6.5	3.2	1.0
	I	6.0	30.4	20.1	29.3	5.4	8.7	3.0	1.1
	X	4.0	29.3	20.9	30.0	5.1	10.8	3.0	1.0

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

V. Faculty and Administrator Employment Satisfaction: The satisfaction of faculty members and administrators with their employment.

1=Low 3=Medium 5=High

18. If given the chance of taking a similar job at another school of his or her choice, how many faculty members do you think would opt for leaving this institution.

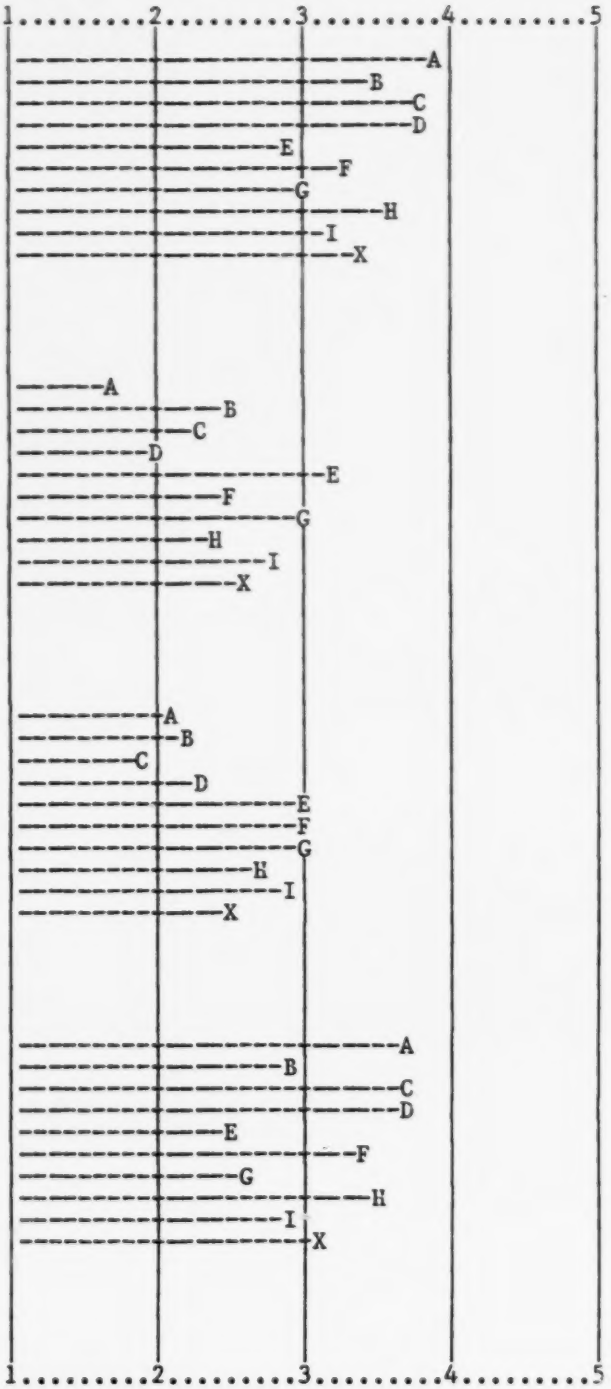
1=A small minority
5=A large majority

19. If given the chance of taking a similar job at another school of his or her choice, how many administrators do you think would opt for leaving this institution.

1=A small minority
5=A large majority

20. Estimate how many faculty members are personally satisfied with their employment.

1=A small minority
5=A large majority



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
V*	A	2.4	4.8	21.4	45.2	21.4	4.8	3.9	.9
	B	7.3	12.2	24.4	31.7	12.2	12.2	3.5	1.2
	C	6.7	6.7	20.0	30.0	23.3	13.3	3.8	1.2
	D	4.1	4.1	30.6	38.8	20.4	2.0	3.8	.9
	E	12.1	25.9	37.9	15.5	6.0	2.6	2.9	1.0
	F	.0	15.8	47.4	31.6	5.3	.0	3.3	.9
	G	11.6	20.7	39.7	17.4	8.3	2.5	3.0	1.0
	H	3.2	16.1	30.6	35.5	12.9	1.6	3.6	1.0
	I	8.7	19.0	37.0	23.4	9.8	2.2	3.2	1.1
	X	7.4	14.8	31.3	28.3	13.1	5.1	3.4	1.1
18	A	54.8	19.0	4.8	9.5	2.4	9.5	1.7	1.1
	B	24.4	29.3	7.3	4.9	17.1	17.1	2.5	1.5
	C	33.3	16.7	3.3	13.3	10.0	23.3	2.3	1.5
	D	40.8	28.6	8.2	.0	12.2	10.2	2.0	1.3
	E	16.4	20.7	12.1	19.8	24.1	6.9	3.2	1.5
	F	26.3	21.1	31.6	5.3	10.5	5.3	2.5	1.3
	G	22.3	20.7	10.7	17.4	24.0	5.0	3.0	1.5
	H	27.4	27.4	16.1	4.8	11.3	12.9	2.4	1.3
	I	23.9	22.8	13.0	13.0	19.6	7.6	2.8	1.5
	X	29.3	22.6	10.1	11.4	15.8	10.8	2.6	1.5
19	A	40.5	21.4	16.7	11.9	4.8	4.8	2.1	1.3
	B	31.7	22.0	9.8	4.9	9.8	22.0	2.2	1.4
	C	46.7	13.3	6.7	6.7	6.7	20.0	1.9	1.3
	D	30.6	6.1	8.2	16.3	4.1	34.7	2.3	1.5
	E	16.4	12.9	10.3	16.4	16.4	27.6	3.0	1.5
	F	21.1	10.5	5.3	10.5	21.1	31.6	3.0	1.7
	G	17.4	12.4	8.3	19.0	13.2	29.8	3.0	1.5
	H	25.8	8.1	11.3	9.7	14.5	30.6	2.7	1.6
	I	20.7	10.9	9.2	15.8	13.6	29.9	2.9	1.5
	X	27.6	14.1	10.1	12.8	11.1	24.2	2.5	1.5
20	A	4.8	16.7	11.9	26.2	33.3	7.1	3.7	1.3
	B	9.8	19.5	17.1	24.4	4.9	24.4	2.9	1.2
	C	.0	20.0	16.7	10.0	30.0	23.3	3.7	1.3
	D	6.1	8.2	14.3	49.0	18.4	4.1	3.7	1.1
	E	19.8	35.3	20.7	9.5	9.5	5.2	2.5	1.2
	F	10.5	15.8	26.3	21.1	26.3	.0	3.4	1.3
	G	19.0	31.4	17.4	17.4	9.1	5.8	2.6	1.3
	H	6.5	16.1	24.2	29.0	22.6	1.6	3.5	1.2
	I	15.2	26.1	19.6	21.2	13.6	4.3	2.9	1.3
	X	11.4	23.2	17.8	21.2	16.8	9.4	3.1	1.3

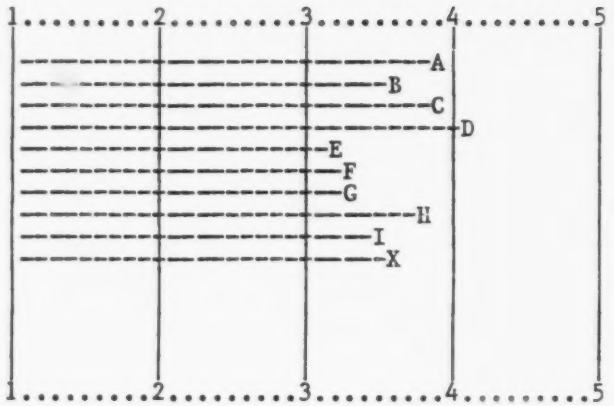
Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

21. Estimate how many administrators are personally satisfied with their employment.

1=A small minority
5=A large majority



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
21	A	2.4	11.9	16.7	26.2	38.1	4.8	3.9	1.2
	B	7.3	12.2	9.8	19.5	24.4	26.8	3.6	1.4
	C	10.0	3.3	6.7	20.0	36.7	23.3	3.9	1.4
	D	.0	10.2	2.0	26.5	32.7	28.6	4.1	1.0
	E	6.0	18.1	14.7	16.4	13.8	31.0	3.2	1.3
	F	.0	15.8	10.5	10.5	10.5	52.6	3.3	1.2
	G	5.0	16.5	11.6	17.4	14.0	35.5	3.3	1.3
	H	1.6	14.5	8.1	21.0	27.4	27.4	3.8	1.2
	I	3.8	15.8	10.9	18.5	18.5	32.6	3.5	1.3
	X	4.7	13.5	11.1	19.9	23.9	26.9	3.6	1.3

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

VI. Professional Development and Quality of the Faculty: The degree of professional attainment and development of the faculty and the emphasis and opportunities for professional development provided by the institution.

1=Low 3=Medium 5=High

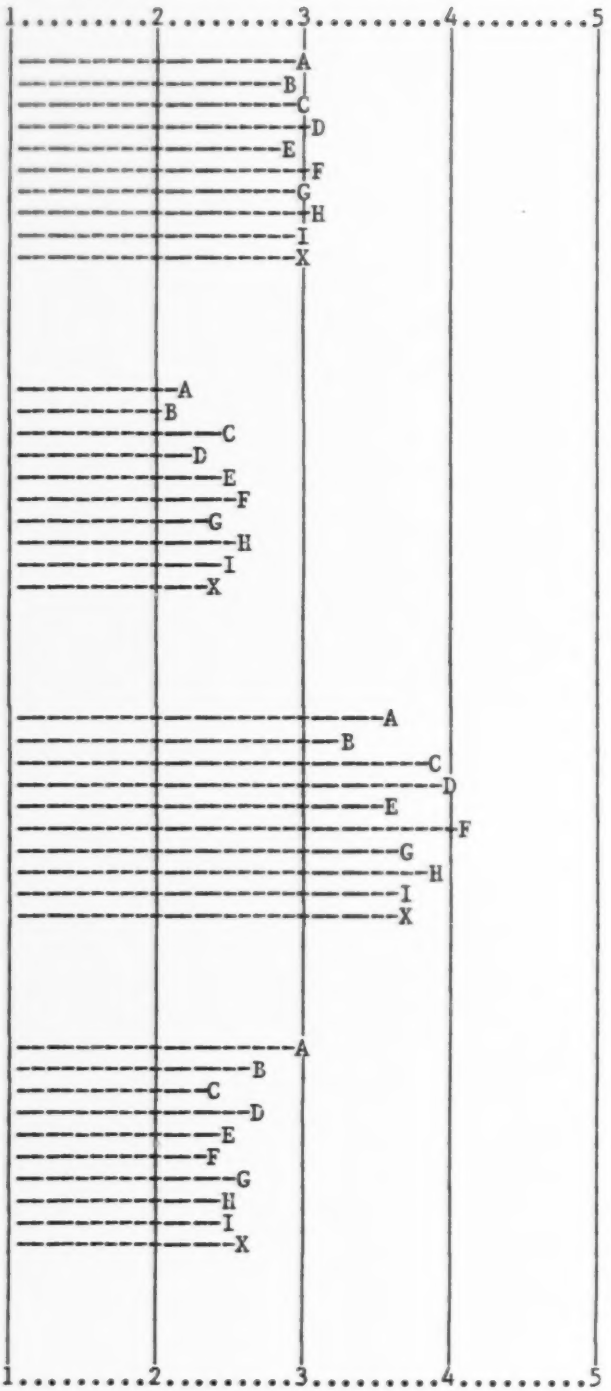
22. How many faculty members were engaged in some type of public service activity last year, such as donating their expertise to the community, acting as a consultant to business firms or social agencies.
1=A small minority
5=A large majority

23. What proportion of the faculty members would you estimate keep up to date in their field --e.g. read current journal articles, revise course syllabi at least yearly, discuss current issues in their field.

1=A small minority
5=A large majority

24. How many faculty members at this institution are actively engaged now in professional development activities--e.g. getting an advanced degree, doing research, juried shows.

1=A small minority
5=A large majority



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
VI*	A	7.1	23.8	19.0	31.0	4.8	14.3	3.0	1.1
	B	14.6	14.6	19.5	26.8	2.4	22.0	2.9	1.1
	C	.0	20.0	40.0	23.3	.0	16.7	3.0	.8
	D	2.0	26.5	34.7	24.5	10.2	2.0	3.1	1.0
	E	4.3	30.2	37.9	23.3	1.7	2.6	2.9	.9
	F	5.3	21.1	36.8	21.1	10.5	5.3	3.1	1.1
	G	3.3	28.1	40.5	22.3	2.5	3.3	3.0	.8
	H	3.2	29.0	30.6	25.8	9.7	1.6	3.1	1.0
	I	3.8	28.3	37.0	23.4	4.9	2.7	3.0	.9
	X	5.4	24.9	32.3	24.9	4.0	8.4	3.0	1.0
22	A	33.3	16.7	14.3	11.9	4.8	19.0	2.2	1.3
	B	17.1	17.1	12.2	4.9	.0	48.8	2.1	1.0
	C	13.3	20.0	13.3	3.3	6.7	43.3	2.5	1.3
	D	18.4	30.6	14.3	8.2	4.1	24.5	2.3	1.1
	E	19.0	21.6	20.7	13.8	4.3	20.7	2.5	1.2
	F	10.5	26.3	10.5	10.5	5.3	36.8	2.6	1.2
	G	19.0	26.4	16.5	13.2	3.3	21.5	2.4	1.2
	H	14.5	21.0	21.0	9.7	6.5	27.4	2.6	1.2
	I	17.9	24.5	17.9	12.0	4.3	23.4	2.5	1.2
	X	19.5	21.9	16.2	10.1	4.0	28.3	2.4	1.2
23	A	7.1	9.5	16.7	23.8	26.2	16.7	3.6	1.3
	B	7.3	24.4	7.3	12.2	24.4	24.4	3.3	1.5
	C	.0	6.7	16.7	30.0	23.3	23.3	3.9	.9
	D	2.0	12.2	12.2	30.6	40.8	2.0	4.0	1.1
	E	4.3	15.5	14.7	41.4	19.8	4.3	3.6	1.1
	F	.0	10.5	.0	52.6	26.3	10.5	4.1	.9
	G	4.1	14.0	12.4	43.0	22.3	4.1	3.7	1.1
	H	1.6	12.9	12.9	33.9	33.9	4.8	3.9	1.1
	I	3.3	14.1	12.5	39.7	26.1	4.3	3.7	1.1
	X	4.0	14.1	12.8	32.7	25.6	10.8	3.7	1.2
24	A	9.5	19.0	21.4	21.4	7.1	21.4	3.0	1.2
	B	14.6	17.1	12.2	19.5	2.4	34.1	2.7	1.2
	C	10.0	33.3	23.3	6.7	.0	26.7	2.4	.8
	D	8.2	42.9	14.3	16.3	6.1	12.2	2.7	1.1
	E	17.2	36.2	15.5	16.4	4.3	10.3	2.5	1.1
	F	15.8	36.8	5.3	10.5	5.3	26.3	2.4	1.2
	G	13.2	37.2	15.7	17.4	4.1	12.4	2.6	1.1
	H	16.1	40.3	11.3	12.9	6.5	12.9	2.5	1.2
	I	14.7	38.0	14.1	15.8	4.9	12.5	2.5	1.1
	X	13.5	32.0	15.8	16.2	4.4	18.2	2.6	1.1

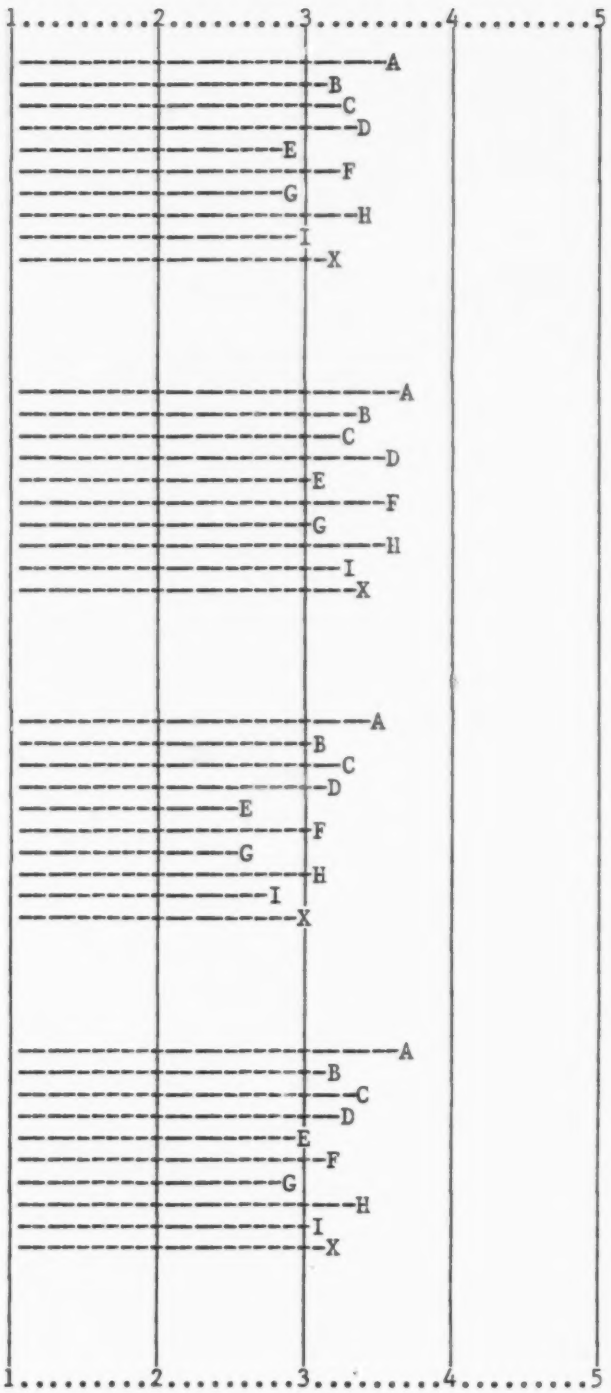
Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

VII. System Openness and Community Interaction: The emphasis placed on interaction with, adaption to, and service in the external environment.

1=Low 3=Medium 5=High



2. This institution is highly responsive and adaptive to meeting the changing needs of the community.

1=Strongly disagree
5=Strongly agree

9. There is a very high emphasis on institution-community activities.

1=Strongly disagree
5=Strongly agree

11. A very large number of community-oriented programs, workshops, projects, or activities were sponsored by this institution last year.

1=Strongly disagree
5=Strongly agree

Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section B

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
VII*	A	.0	9.5	35.7	33.3	19.0	2.4	3.6	.8
	B	2.4	19.5	39.0	36.6	2.4	.0	3.2	.9
	C	.0	16.7	46.7	30.0	6.7	.0	3.3	.8
	D	2.0	14.3	32.7	46.9	4.1	.0	3.4	.8
	E	8.6	23.3	46.6	19.8	.0	1.7	2.9	.8
	F	.0	15.8	57.9	21.1	5.3	.0	3.3	.7
	G	9.1	23.1	44.6	20.7	.8	1.7	2.9	.8
	H	.0	12.9	43.5	40.3	3.2	.0	3.4	.7
	I	6.0	20.1	44.0	27.2	1.6	1.1	3.0	.9
	X	4.0	18.2	42.4	29.6	4.7	1.0	3.2	.9
2	A	.0	16.7	9.5	57.1	14.3	2.4	3.7	.9
	B	4.9	14.6	17.1	53.7	4.9	4.9	3.4	1.0
	C	.0	30.0	16.7	36.7	13.3	3.3	3.3	1.1
	D	.0	20.4	10.2	55.1	14.3	.0	3.6	1.0
	E	6.0	22.4	25.0	38.8	.9	6.9	3.1	1.0
	F	5.3	10.5	15.8	52.6	10.5	5.3	3.6	1.0
	G	5.8	23.1	23.1	39.7	2.5	5.8	3.1	1.0
	H	1.6	14.5	14.5	54.8	11.3	3.2	3.6	.9
	I	4.3	20.7	20.1	44.6	5.4	4.9	3.3	1.0
	X	3.4	20.2	17.8	46.8	7.4	4.4	3.4	1.0
9	A	.0	26.2	9.5	40.5	16.7	7.1	3.5	1.1
	B	2.4	31.7	17.1	36.6	4.9	7.3	3.1	1.0
	C	.0	23.3	30.0	36.7	6.7	3.3	3.3	.9
	D	4.1	22.4	26.5	42.9	4.1	.0	3.2	1.0
	E	12.1	40.5	19.8	22.4	.0	5.2	2.6	1.0
	F	.0	36.8	21.1	31.6	5.3	5.3	3.1	1.0
	G	12.4	38.0	19.8	24.8	.0	5.0	2.6	1.0
	H	1.6	29.0	25.8	37.1	4.8	1.6	3.1	1.0
	I	8.7	35.3	21.7	28.8	1.6	3.8	2.8	1.0
	X	5.7	32.3	20.2	32.3	4.7	4.7	3.0	1.1
11	A	.0	16.7	11.9	45.2	16.7	9.5	3.7	1.0
	B	4.9	24.4	24.4	41.5	4.9	.0	3.2	1.0
	C	.0	23.3	13.3	40.0	10.0	13.3	3.4	1.0
	D	6.1	14.3	20.4	40.8	6.1	12.2	3.3	1.1
	E	6.9	26.7	18.1	31.9	3.4	12.9	3.0	1.1
	F	.0	26.3	31.6	42.1	.0	.0	3.2	.8
	G	7.4	27.3	20.7	29.8	2.5	12.4	2.9	1.1
	H	3.2	14.5	19.4	46.8	6.5	9.7	3.4	1.0
	I	6.0	23.4	20.1	35.3	3.8	11.4	3.1	1.1
	X	4.4	22.6	18.9	38.0	6.4	9.8	3.2	1.1

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

VIII. Ability to Acquire Resources: The ability of the institution to acquire resources such as good students and faculty and financial support.

1=Low 3=Medium 5=High

3. This institution has a very high ability to obtain financial resources in order to provide a quality educational program.

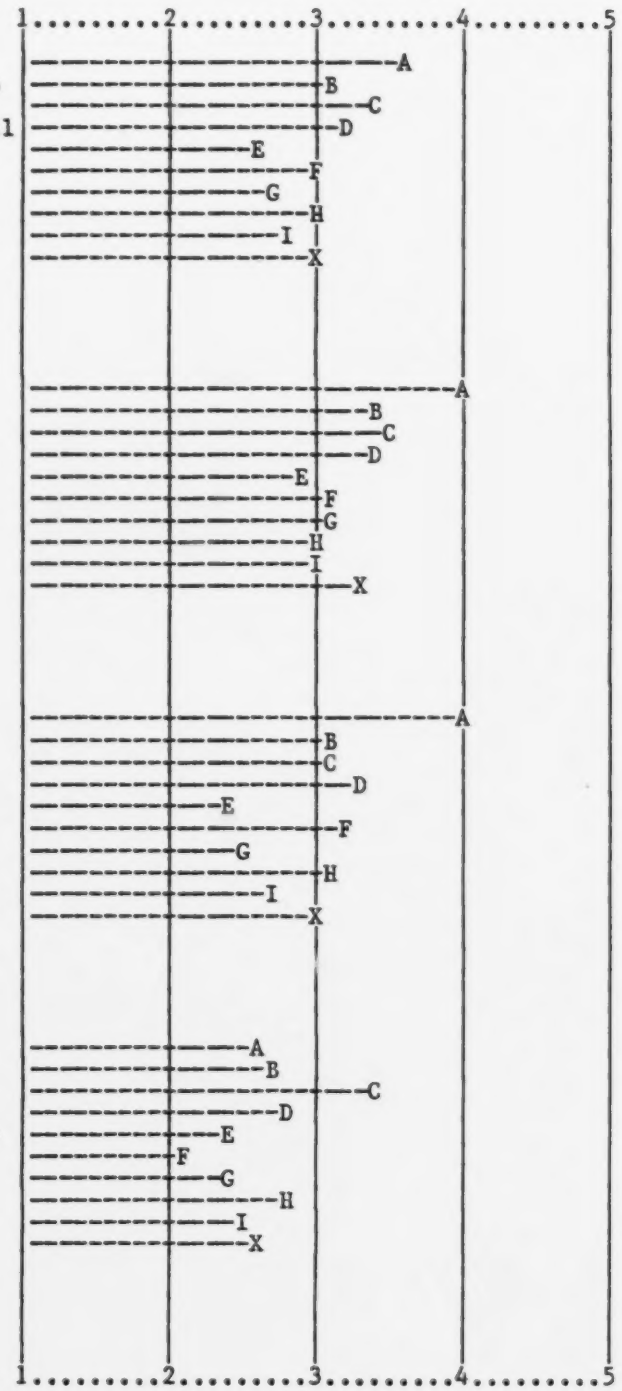
1=Strongly disagree
5=Strongly agree

4. When hiring new faculty members, this college can attract highly competent people in their respective fields to take jobs here.

1=Strongly disagree
5=Strongly agree

25. In relation to other schools with which this institution competes, what proportion of well prepared, able students attend this institution rather than competing schools.

1=A small minority
5=A large majority



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
VIII*	A	.0	9.5	35.7	47.6	7.1	.0	3.6	.7
	B	.0	14.6	61.0	19.5	.0	4.9	3.1	.7
	C	.0	23.3	33.3	43.3	.0	.0	3.4	.9
	D	2.0	18.4	44.9	30.6	4.1	.0	3.2	.8
	E	10.3	37.9	38.8	12.1	.0	.9	2.6	.8
	F	5.3	26.3	42.1	21.1	.0	5.3	3.0	.8
	G	9.9	32.2	38.8	16.5	.8	1.7	2.7	.9
	H	3.2	29.0	45.2	21.0	1.6	.0	3.0	.8
	I	7.6	31.5	40.8	17.9	1.1	1.1	2.8	.9
	X	4.7	25.3	42.1	24.9	1.7	1.3	3.0	.9
3	A	.0	7.1	9.5	52.4	26.2	4.8	4.0	.8
	B	.0	12.2	22.0	48.8	.0	17.1	3.4	.7
	C	.0	16.7	10.0	50.0	3.3	20.0	3.5	.9
	D	.0	18.4	8.2	49.0	2.0	22.4	3.4	.9
	E	5.2	30.2	27.6	24.1	3.4	9.5	2.9	1.0
	F	5.3	26.3	15.8	42.1	.0	10.5	3.1	1.0
	G	5.0	24.8	21.5	34.7	2.5	11.6	3.1	1.0
	H	1.6	30.6	21.0	27.4	3.2	16.1	3.0	1.0
	I	3.8	26.6	21.2	32.6	2.7	13.0	3.0	1.0
	X	2.4	20.9	18.5	39.4	5.7	13.1	3.3	1.0
4	A	.0	11.9	7.1	40.5	28.6	11.9	4.0	1.0
	B	4.9	26.8	19.5	31.7	4.9	12.2	3.1	1.1
	C	3.3	33.3	3.3	40.0	3.3	16.7	3.1	1.1
	D	6.1	22.4	14.3	46.9	10.2	.0	3.3	1.1
	E	25.9	34.5	12.9	21.6	3.4	1.7	2.4	1.2
	F	10.5	5.3	21.1	47.4	.0	15.8	3.2	1.1
	G	22.3	32.2	12.4	26.4	3.3	3.3	2.5	1.2
	H	12.9	19.4	17.7	40.3	8.1	1.6	3.1	1.2
	I	19.0	28.3	14.1	31.0	4.9	2.7	2.7	1.2
	X	12.8	26.3	12.8	33.3	8.1	6.7	3.0	1.2
25	A	14.3	28.6	14.3	11.9	7.1	23.8	2.6	1.2
	B	2.4	24.4	17.1	9.8	2.4	43.9	2.7	1.0
	C	.0	16.7	16.7	6.7	16.7	43.3	3.4	1.2
	D	12.2	22.4	16.3	12.2	10.2	26.5	2.8	1.3
	E	19.8	28.4	12.1	6.9	8.6	24.1	2.4	1.3
	F	15.8	21.1	21.1	.0	.0	42.1	2.1	.8
	G	19.8	26.4	14.9	9.1	5.0	24.8	2.4	1.2
	H	11.3	25.8	12.9	4.8	14.5	30.6	2.8	1.4
	I	17.4	26.1	14.1	7.6	8.2	26.6	2.5	1.3
	X	13.1	25.3	14.8	8.4	8.1	30.3	2.6	1.2

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

IX. Organizational Health:
The vitality and benevolence of the internal processes in the institution such as openness and trust, problem solving adequacy, shared information, etc.

1=Low 3=Medium 5=High

26. Student/faculty relationships

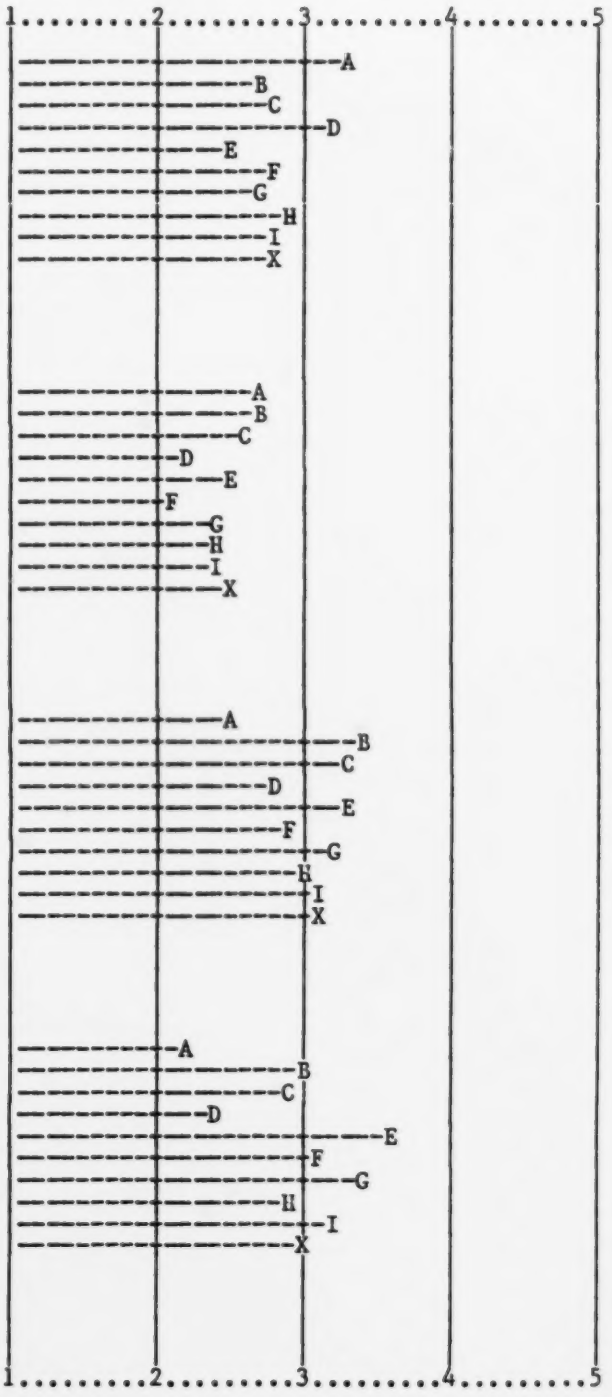
1=Unusual closeness, lots of informal interaction, mutual personal concern
5=no closeness, mostly instrumental relations, little informal interaction

27. Equity of treatment and rewards

1=people treated fairly and rewarded equitably
5=favoritism and inequity present, unfair treatment exists

28. Organizational health of the college

1=institution runs smoothly, healthy organization, productive internal functioning
5=institution runs poorly, unhealthy organization, unproductive internal functioning



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
IX*	A	.0	7.1	52.4	40.5	.0	.0	3.3	.6
	B	2.4	34.1	51.2	12.2	.0	.0	2.7	.7
	C	.0	40.0	40.0	20.0	.0	.0	2.8	.7
	D	4.1	6.1	59.2	26.5	2.0	2.0	3.2	.6
	E	7.8	37.9	48.3	6.0	.0	.0	2.5	.7
	F	.0	26.3	57.9	15.8	.0	.0	2.8	.6
	G	7.4	32.2	47.9	11.6	.0	.8	2.7	.7
	H	3.2	19.4	61.3	14.5	1.6	.0	2.9	.7
	I	6.0	28.3	52.2	12.5	.5	.5	2.8	.7
	X	4.0	27.3	50.8	17.2	.3	.3	2.8	.7
26	A	2.4	40.5	40.5	16.7	.0	.0	2.7	.8
	B	7.3	29.3	43.9	14.6	2.4	2.4	2.7	.9
	C	6.7	43.3	33.3	16.7	.0	.0	2.6	.9
	D	18.4	53.1	16.3	6.1	2.0	4.1	2.2	.9
	E	7.8	48.3	30.2	8.6	4.3	.9	2.5	.9
	F	21.1	57.9	15.8	5.3	.0	.0	2.1	.8
	G	14.0	52.1	18.2	9.1	5.0	1.7	2.4	1.0
	H	8.1	48.4	37.1	4.8	.0	1.6	2.4	.7
	I	12.0	50.5	25.0	7.6	3.3	1.6	2.4	.9
	X	9.4	45.5	30.6	10.8	2.4	1.3	2.5	.9
27	A	7.1	57.1	21.4	11.9	2.4	.0	2.5	.9
	B	2.4	14.6	34.1	36.6	12.2	.0	3.4	1.0
	C	3.3	23.3	23.3	40.0	10.0	.0	3.3	1.1
	D	4.1	38.8	38.8	8.2	8.2	2.0	2.8	1.0
	E	2.6	20.7	35.3	26.7	13.8	.9	3.3	1.0
	F	.0	42.1	26.3	26.3	5.3	.0	2.9	1.0
	G	2.5	26.4	33.1	24.0	12.4	1.7	3.2	1.0
	H	3.2	30.6	38.7	17.7	9.7	.0	3.0	1.0
	I	2.7	27.7	35.3	21.7	11.4	1.1	3.1	1.0
	X	3.4	29.6	32.0	24.2	10.1	.7	3.1	1.0
28	A	14.3	57.1	19.0	9.5	.0	.0	2.2	.8
	B	7.3	26.8	31.7	29.3	4.9	.0	3.0	1.0
	C	3.3	36.7	30.0	20.0	6.7	3.3	2.9	1.0
	D	4.1	61.2	24.5	4.1	4.1	2.0	2.4	.8
	E	.9	11.2	32.8	35.3	19.0	.9	3.6	1.0
	F	.0	26.3	42.1	26.3	5.3	.0	3.1	.9
	G	1.7	19.0	31.4	28.9	17.4	1.7	3.4	1.0
	H	1.6	40.3	32.3	19.4	6.5	.0	2.9	1.0
	I	1.6	26.1	31.5	26.1	13.6	1.1	3.2	1.0
	X	4.4	31.6	29.6	23.6	9.8	1.0	3.0	1.1

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

29. General level of trust among people here

1=high suspicion, fear, distrust, insecurity
5=high trust, security, openness

30. Conflicts and friction in the institution

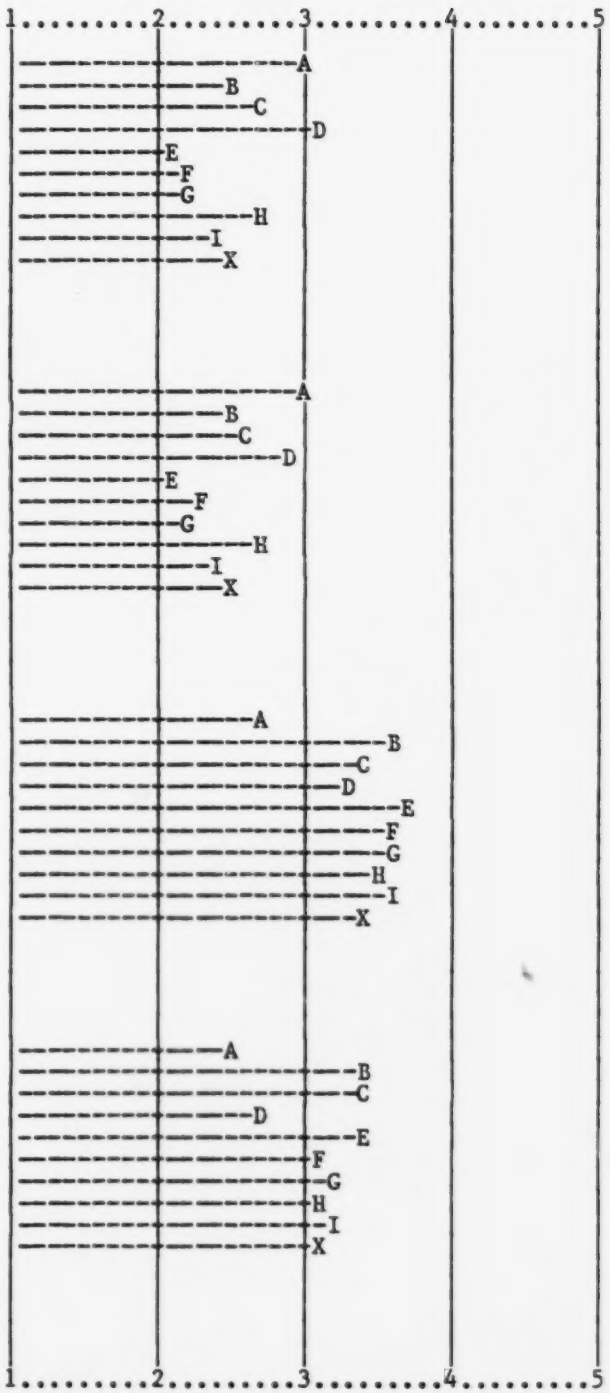
1=large amount of conflict, disagreement, anxiety, friction
5=no friction or conflict, friendly, collaborative

31. Recognition and rewards received for good work from superiors

1=recognition received for good work, rewarded for success
5=no rewards for good work, no one recognizes success

32. The amount of information or feedback you receive

1=feel informed, in-the-know, information is always available
5=feel isolated, out-of-it, information is never available



Key: A=Administrators
B=Associate Staff
C=Support Staff
D=Takoma Faculty
E=Rockville Faculty
F=Germantown Faculty
G=Total Tenured Faculty
H=Total Untenured Faculty
I=Total Faculty
X=Total Institution

Section 8

Scale/ Item	Group	Response in percent 1	2	3	4	5	Don't Know	Mean	Std Dev
29	A	4.8	21.4	42.9	28.6	.0	2.4	3.0	.9
	B	22.0	26.8	29.3	22.0	.0	.0	2.5	1.1
	C	6.7	46.7	20.0	23.3	3.3	.0	2.7	1.0
	D	4.1	18.4	44.9	28.6	2.0	2.0	3.1	.9
	E	28.4	42.2	17.2	8.6	1.7	1.7	2.1	1.0
	F	26.3	31.6	36.8	5.3	.0	.0	2.2	.9
	G	26.4	34.7	24.0	12.4	.0	2.5	2.2	1.0
	H	12.9	33.9	32.3	16.1	4.8	.0	2.7	1.1
	I	21.7	34.8	26.6	13.6	1.6	1.6	2.4	1.0
	X	17.8	33.0	28.6	17.8	1.3	1.3	2.5	1.0
30	A	2.4	16.7	57.1	23.8	.0	.0	3.0	.7
	B	9.8	36.6	51.2	2.4	.0	.0	2.5	.7
	C	3.3	43.3	40.0	10.0	.0	3.3	2.6	.7
	D	6.1	16.3	59.2	14.3	2.0	2.0	2.9	.8
	E	25.0	41.4	24.1	6.0	.9	2.6	2.1	.9
	F	10.5	52.6	36.8	.0	.0	.0	2.3	.7
	G	22.3	40.5	28.9	5.0	.8	2.5	2.2	.9
	H	11.3	27.4	45.2	12.9	1.6	1.6	2.7	.9
	I	18.5	35.9	34.8	7.6	1.1	2.2	2.4	.9
	X	13.5	34.0	40.7	9.4	.7	1.7	2.5	.9
31	A	2.4	47.6	28.6	21.4	.0	.0	2.7	.8
	B	.0	9.8	39.0	36.6	14.6	.0	3.6	.9
	C	.0	16.7	36.7	33.3	13.3	.0	3.4	.9
	D	2.0	16.3	36.7	30.6	10.2	4.1	3.3	1.0
	E	3.4	8.6	25.9	36.2	23.3	2.6	3.7	1.0
	F	.0	15.8	26.3	42.1	15.8	.0	3.6	1.0
	G	1.7	10.7	28.9	36.4	19.0	3.3	3.6	1.0
	H	4.8	12.9	29.0	33.9	17.7	1.6	3.5	1.1
	I	2.7	11.4	28.8	35.3	19.0	2.7	3.6	1.0
	X	2.0	16.8	31.0	33.3	15.2	1.7	3.4	1.0
32	A	4.8	59.5	21.4	9.5	4.8	.0	2.5	.9
	B	.0	22.0	29.3	34.1	14.6	.0	3.4	1.0
	C	3.3	20.0	26.7	33.3	16.7	.0	3.4	1.1
	D	6.1	36.7	38.8	10.2	6.1	2.0	2.7	1.0
	E	1.7	16.4	39.7	28.4	13.8	.0	3.4	1.0
	F	5.3	21.1	42.1	26.3	5.3	.0	3.1	1.0
	G	4.1	19.8	37.2	27.3	10.7	.8	3.2	1.0
	H	1.6	27.4	45.2	14.5	11.3	.0	3.1	1.0
	I	3.3	22.3	39.7	23.4	10.9	.5	3.2	1.0
	X	3.0	27.3	34.3	23.9	11.1	.3	3.1	1.0

Key and number of respondents in parentheses:

A=Administrators (42)
B=Associate Staff (41)
C=Support Staff (30)
D=Takoma Faculty (49)
E=Rockville Faculty (116)
F=Germantown Faculty (19)
G=Total Tenured Faculty (121)
H=Total Untenured Faculty (62)
I=Total Faculty (184)
X=Total Institution (297)

* 1=1.0-1.5, 2=1.6-2.5, 3=2.6-3.5, 4=3.6-4.5, 5=4.6-5.0

ERIC Clearinghouse for Junior Colleges